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ABSTRACT

This document describes a practicum established to improve the learning environment in an urban elementary school. Violence, vandalism, and anti-social behavior on the part of students created a situation in which teachers spent more time keeping order in the classroom than in actual teaching. The practicum was set up as an inservice education project with the aim of changing teacher behavior in the classroom and thereby changing children's behavior. Teacher training sessions, in which teachers were encouraged to explore their classroom behaviors in order to begin establishing a helping/supportive relationship with students, were the basic elements of the project. Continuing evaluation and examination of personal attitudes were encouraged. Performance of students and changes in their behavior were observed, and tests were conducted before and after the three-month project. Emphasis was placed upon teachers establishing a sensitivity to the problems of the students and reacting to them in a helpful way. The practicum established that teacher behavior affects the learning situation, that teacher behavior can be changed, and that the change can improve student learning. Appendixes supply information on the characteristics of the school and community involved, the questionnaires used, and tests and survey data. A bibliography is included. (JD)

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IMPROVING STUDENT LEARNING THROUGH CHANGING TEACHER BEHAVIOR: THE HELPING/SUPPORTIVE STUDENT-TEACHER RELATIONSHIP

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Submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University

Chicago I Cluster
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Maxi II Practicum
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INTRODUCTION

This practicum seeks to change teacher behavior in the classroom thereby changing children's behavior in learning and in and about the school facility.

The practicum develops an in-service teacher training frame which utilizes teacher groupings to learn about themselves, their students, and the relationship between the two.

Guidance in the classroom provides the student learning frame as do individual and small group conferences with the classroom teacher.

Teachers become sensitive to student needs and the students begin to see their teachers differently in relation to themselves. Rates of student learning increase as the student-teacher relationship changes.

Pre- and post-practicum evaluation instruments provide a picture of the learning progress which can be accomplished through an individual practicum's work.

The report contains a descriptive analysis of the mutiple practicum's parts. Included in this report are appendices of related and supportive documentation.

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IMPROVING STUDENT LEARNING THROUGH CHANGING TEACHER BEHAVIOR: THE HELPING/SUPPORTIVE STUDENT-TEACHER RELATIONSHIP

The issues of school violence and vandalism gained national attention when the Senate Judiciary subcommittee on Juvenile Delinquency held hearings on this topic in the spring of 1975. The committee chaired by Senator Birch Byah conducted a survey of 757 school districts to determine the extent of violence and vandalism in each district. The survey results, according to the chairman, read like a "vice squad report".

The preliminary study of the situation produced compelling evidence that the level of violence and vandalism in the schools reached crisis proportions. "It could seriously threaten", according to the report, "the ability of the educational system to carry out its primary function" ..... educating children.

Statistics were provided in the six areas investigated by the committee:

Table 1[1]

Survey of U. S. School Crimes

Percentage increase between 1970-73	
Homicides	up 18.5
Rapes, attempted rapes	up 40.1
Robberies	up 36.7
Assaults on students	up 85.3
Assaults on teachers	up 77.4
Burglaries of schools	up 11.8
Drug, alcohol offenses	up 37.5

1. Chicago Tribune, April 10, 1975. School Crime at Crisis Stage. p. 3

Violence and vandalism are not new to the schools of this nation; Chicago newspapers have regularly chronicled the abuses to the schools and their personnel. The decade of the 1960's began with the murder of a Chicago teacher by an elementary school student and terminated in mass student walkouts and building boycotts. In 1968 as an editor of the Chicago Principal's Reporter, a Quad publication of the association, this writer edited materials which traced the total disruption of one Chicago high school. The cited article was typical of what was happening in schools in urban areas.[2]

Well aware of local concern and of the amounts of state monies drawn away from educational programs by attempts to rectify the results of vandalism and violence the then Illinois State Superintendent of Public Instruction, Michael Bikalis, held public hearings in August of 1974. The hearings were designed to focus state-wide attention upon the problems of vandalism and violence and to elicit from hearing presentors the reasons for and possible causes for the dual curses of violence and vandalism in the schools.

The national print media as well as Illinois newspapers have continued to help keep the public awareness high with regard to the extent of school vandalism and violence.

2. Chicago Principals Reporter - Winter, 1968. Vol. 58 Number 1. p. 19-25

"Hand-wringing will not mitigate the problem, public recognition of its dimensions must precede effective remedial action" stated a Chicago Tribune editorial dated April 15, 1975.[3]

In December of 1975, Dr. Joseph P. Hannon, newly-appointed schools' superintendent for Chicago, focused in on the issues of violence and vandalism by publicly stating that the area would receive his priority consideration.[4] As a part of the Superintendent's concern a new board of education department was establish in February, 1976, and entitled the Department of School Safety and Environment. This department has responsibility for police department liaison, the training of the 700 police officers and aides who work in the schools in security positions, the development of plans to improve school safety/environment, and the coordination of present school programs. The actual establishment of such a department reflects the seriousness with which the board views the problem.

Educational literature only recently began to reflect the professionals' concern with the issues of school vandalism and violence. Dissent and Disruption in the Schools reflected I/D/E/A's involvement in the critical issues which confronted education in the latter part of the sixties and the early part of the 1970's. This handbook's recommended long-range solutions included an effective guidance program, a good student activity

3. Chicago Tribune. Tuesday, April 15, 1975. School Crime a National Problem. Section 2. p. 2.

4. Chicago Tribune. Saturday, December 27, 1975. Section 1 p. 3. Board Will Shed Light on City's School Vandals.

program which recognized outstanding achievement and the encouragement of school citizenship particularly ..... as a "strong motivating force in any organization".[5]

Several issues of the Education Digest[6] featured articles on school violence and vandalism. Neill cited Byah's congressional committee findings as well as the Washington Star Newspaper in his conjecturing on the reasons for the decline in student discipline which appeared to precede the upswing in school violence and vandalism.

Gordon Irwin[7] writing in the Education Digest proposed 12 ways of reducing school theft and vandalism; these illustrated the need for developing student and community pride in the school and classroom. The twelve points were, according to Irwin, methods of keeping up with the schoolroom keys. The author also quoted the figure of $500 million as the national loss which could be ascribed to school theft and vandalism. Most of Irwin's cited facts were drawn from data presented at a meeting of school security personnel which dramatized a national cross-section of security problems. Presentations on student violence were made at the fifth annual institute in Urban Education held at Fordham University during

5. Berger, Michael, "Violence in the Schools: Causes and Remedies", Phi Delta Kappa Educational Foundation, 1974.

6. Neill, Shirley B., "Causes of School Violence and Vandalism", The Education Digest, April, 1976.

7. Irwin, Gordon, "How to Reduce School Theft and Vandalism," The Education Digest, May, 1976.

the summer of 1973. Michael Berger, a director of the Institute, expanded his institute view into the Phi Delta Kappa fastback entitled "Violence in the Schools: Causes and Remedies". Accepting as fact that "ours is a violent society", Berger suggests that school people "must concentrate our greatest efforts on changing the values and attitudes of those who attend and manage our schools. We must develop strategies for minimizing the impulses toward violence and create an environment where students, teachers, and administrators can resolve conflicts peacefully".[8]

The Institute for the Development of Education Action (I/D/E/A) report entitled The Problem of School Discipline noted that teachers, "particularly in a disruptive school feel isolated in their classrooms ..... and admit fear of their students" (April, 1976). This report was written three years after Berger had advocated the creation of an environment where all who work with the students can peacefully resolve their conflicts.

Implicit in Berger's statement was the fact that people in the schools cannot now resolve their conflicts in a peaceable manner. Ralph West, a Bridgeport, Connecticut psychologist, contended that "vandalism is a retaliation" against the adult world. In essence he agreed with Berger on the need for learning to peacefully resolve conflict. Fear begins in dusruptive schools, particularly in large urban centers, and appears to

8. Berger, Op. cit., p. 21.

spread to areas where it doesn't seem warranted. People themselves are part and parcel of the cause and cure for school violence and vandalism.

Focus - On the Local Scene

Student violence and vandalism are of serious concern to the people working in and with the public schools in Chicago. School crimes are hostile acts which are committed to or upon school property and school-related people; teachers react quickly to both factual and fabled incidents.

The Thomas J. Higgins School, a kindergarten through eighth grade facility with 669 pupils, has been the target of daily acts of vandalism. These included damage to the school's washrooms in the form of graffiti, broken fixtures, stuffed toilets and clogged sinks. Bulletin boards have been vandalized, items of school equipment have been destroyed or stolen, and books have been strewn about storage areas.

In the 1974-75 school year there were several incidents, serious enough to require police reports, which centered on vandalism. During this period classrooms had been invaded (eleven times) shortly after school dismissal and materials and equipment had been damaged. Petty crimes occurred in the classrooms regularly. Vandalism may be considered generally as a crime of stealth but violence is the obverse side of the coin. Higgins' violence-related problems were most evident

in the area of inter-personal relationships. School fighting was a daily occurrence on the playground and fights would erupt in the classroom upon occasion, or in the lunchroom or school corridors, or school grounds.

Hand-in-glove with student fighting was "mouth" which could be defined as verbal abuse which ranged in form from name-calling to villification of another's ancestors. Mouth was applied by students to any correcting adult in the school area, parents and teachers, too!

In all incidents of fighting, audience was a persistent factor. Posturing, exhibited attitudes and/or mouth expressed by the fighter was readily commented upon by the audience.

In the Fastback previously cited Michael Berger quoted a school administrator who had observed "that no one really knows the exact degree to which violence stems from the child, the home, the community, the school, or some combination of all of these. It cannot be denied that urban society tends to be a violent one and that aspects of it overflow into the school. Attitudes and behaviors developed in the home and on the street are not left at the schoolhouse door".[9]

Student attitudes and behaviors, regardless of their origin, are factors in school learning. They become critical factors when they impact on school learning. Higgins' 1975 test scores reveal that students have not achieved at levels which meet national norm grade equivalents in reading,

9. Berger, Op. cit., p. 21.

vocabulary, or in the math area. The data were drawn from the Iowa Test of Basic Skills, Form 6, (ITBS) administered to all Chicago elementary students during city-wide testing/ evaluation program.

1975 Iowa Test Basic Skills - Form 6
Selected Mean Scores

Table 2

GRADE	VOCABULARY	READING	TOTAL MATHEMATICS
2	2.3	2.6	2.0
3	2.7	3.0	2.6
4	3.1	3.3	3.2
5	4.1	4.1	4.0
6	4.9	4.9	4.5
7	6.7	6.3	5.7
8	6.1	6.0	5.7

Not only were test scores depressed but the teaching staff of the school complained that student attitudes and acting-out behaviors greatly influenced student learning. Teachers stated that an inordinate amount of teaching time had to be devoted to matters relating to student discipline. Time spent in discipline detracted from student learning and indeed affected the school's learning environment.

A perusal of student discipline records indicated that fighting and teacher-student verbal confrontations made up the bulk of office-referred student discipline cases. Investigations of those incidents and others related to vandalism

in which culprits were identified revealed an insightful student complaint. Students claimed that "teachers didn't listen" to their complaints or charges of harrassment from others; teachers appeared to ignore the warning signs of possible confrontation which were obvious to children in the classroom.

The frequency of students' charges indicated that teachers could not concentrate only on academics; they needed to be sensitive to a student's other needs in the classroom setting. The recognition and sensitization of the teacher to students' academic and social needs were considered to be a key factors in the type of learning climate established.

The helping/supportive relationship found in homes and usually evident between parent and child is often lacking in the Higgins' school community. The area has many single and two-parent working families commuting to distant work locations. Personal living pressures of those parents who are at home, and specific lack of knowledge on how to give their children direct school problem-oriented help and support have contributed to the break-down of the family helping/supportive relationship.

While recognizing the home as a factor in shaping the child, the school had to question its role in the development and maintenance of student attitudinal and behavioral responses in the learning environment. This practicum postulated that student attitudes and behaviors which were expressed through

negative acting-out patterns in and about the school, including acts of violence and vandalism, could be reshaped within the learning environment. This could be accomplished through the establishment of a different type of teacher-student relationship which is helping and supportive.

Community Background

The community of the Thomas J. Higgins School is located at the far east end of the U. S. census tract commonly referred to as Beverly Hills-Morgan Park. This section of Chicago ranks 2nd highest in the socio-economic rankings of 85 communities prepared by the Chicago Sun Times from data based on the 1970 U. S. Census.

The Times article entitled "Where the Status is in Chicago" indicated that white majority communities are at the top of listed communities, while majority black and Latinos are at the bottom in all six factors used by the newspaper to rank neighborhoods. "The neighborhoods that dropped most (in rankings) during the 1960's were those that turned from white to black." Income was cited as one of the factors where "one's race really counts" ..... Ranked on median family income alone, the top-ranking 13 neighborhoods are at least 80% white and none of the bottom 16 neighborhoods is even half-white".

While demographically a part of Beverly, the Higgins area realistically more closely resembles the adjacent community of

Roseland. This community rates 36th of the 85 communities cited by the Sun Times in six key factors. The 1976 Roseland area would be considered a community with deteriorating homes, an eroded tax base, a figure of approximately 10% of its residents unemployed, and close to 80% of its inhabitants in the non-white category.

The Higgins' Maple Park/Morgan Park section would be a cut above Roseland but well below the Beverly standard. The greatest difference between the cited areas and Higgins would be in the racial category. The school's area is about 98% non-white. Neither Beverly nor Roseland compare to that percentage in the Sun Times table.

Selected Community Characteristics 1972

Table 3[10]

	Beverly	Roseland
Median Family Income	$15,750	$11,190
% of persons from families below poverty level	2.8	7.1
Median Home Value	$28,300	$19,100
% of persons over 25 graduated high school	71.4	50.4
% of workers in professional or managerial jobs	40.8	16.8
% of residents who are white	85.3	45.6

10. Chicago Sun Times, October 22, 1972. Where the Status is in Chicago. Section 1

From personal knowledge of the school community the writer would rate the Higgins area generally as an upper-lower class area and striving to move ahead. The community itself consists of four distinct areas which are socio-economic in nature:

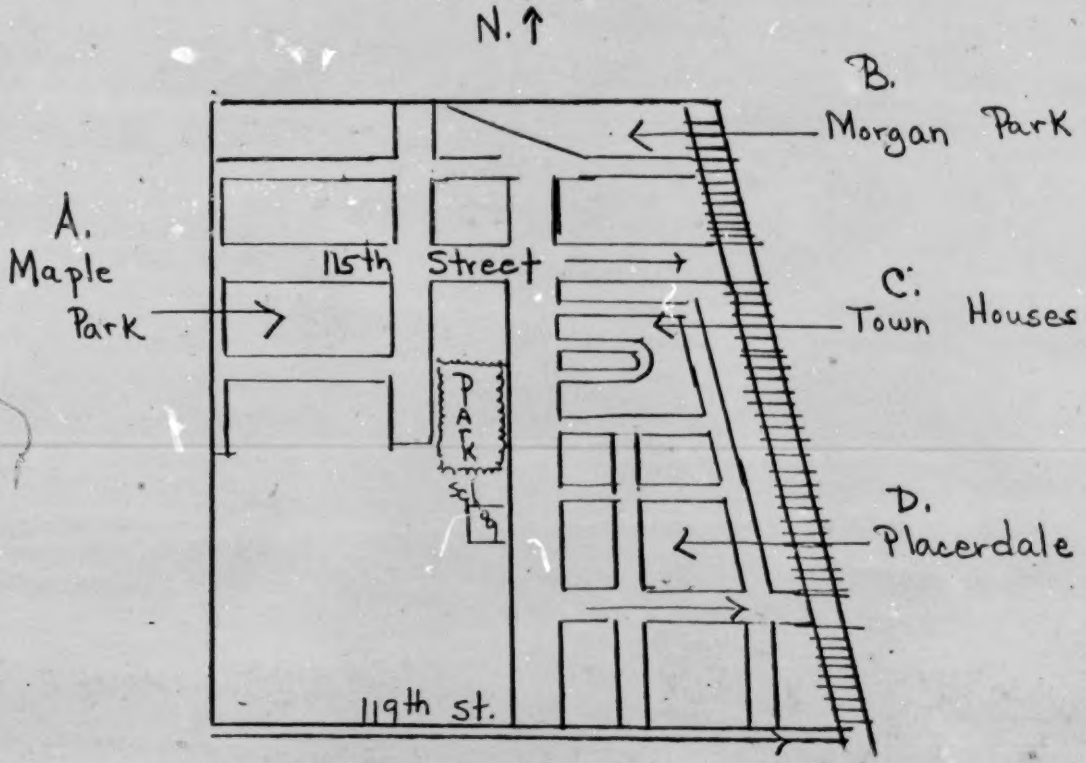
a) single family dwellings located in the Maple Park section which is considered to be a middle class area. The homes are all brick and from 10 to 15 years old.

b) mixed rental and home owners in an older section of the community known as Morgan Park. This section of the city was settled by blacks as early as 1890.

c) Townhouses--2 family homes on very small lots mostly owned by home residents.

d) a changed neighborhood area of 50-year-old housing in poor conditions, many rental units in 2 and 3-floor housing.

Higgins Boundary Map
(Refer to Appendix A-Attachment I)
Full Demographic Map



The map areas designated as "C" and "D" have a higher population density than each of the other areas. Where the children come from in the community does appear to have an effect on the classroom. The per cent of students coming from school supportive homes appears to be declining while those students appearing to need strong support within the school environment from school personnel appears to be increasing.

The "A" through "D" division of Higgins Community also reflects where most two-parent homes can be found, where single parents who support their family live and the section in which most families are receiving some form of welfare assistance.

Higgins School mirrors its community ..... from 1965 to 1971 the school was organized as a kindergarten through sixth grade facility. With community pressure that designation was changed. The student population peaked with the new organization and has slowly declined since 1972.

Selected School Characteristics 1972-75[11]

Table 4

	1972-73	1974-75
Construction	1965	
School Organization	K-7	K-8
Staffing Costs per pupil expenditure	$469	$609
Student Membership	809	716
Teachers/Bd. Funded	28	30
Teachers/Gov't Funded	0	0
% of Major Ethnic Group		
/Students	97.6 Black	98.0 Black
/Teachers		60.0 Black
Attendance Rate	93.0	93.2
Faculty Characteristics Years of Experience-%	Teachers	Teachers
Less than 1 year	10%	10%
1 to 5 years	43%	33%
6 to 12 years	31%	40%
13 years plus	16%	17%

Achievement scores for Table 4 were omitted intentionally. The California Achievement Test was administered to all middle grade students in May of 1973 while the Iowa Test of Basic Skills was administered to all middle grade students in April of 1975.

11. Selected School Characteristics, Chicago Public Schools: 1972-73, pp. 96 and 97, and (separate volume) 1974-75, pp. 94, 95.

Restructuring the Student-Teacher Relationship

This practicum is predicated upon the fact that a classroom is a type of closed system; students and the teacher are members of the system. Behaviors and attitudes exhibited in the classroom are responses to relationships which are being and have been established in that setting. If negative behaviors and attitudes on the students' part are to be changed, the teacher in the classroom can provide the thrust for stimulating and creating the change.

Why does student discipline take up so much teaching time; why is there friction between teacher and student? Are the incidents of student violence and vandalism related to, or are they an outgrowth of, experiences in the classroom?

The school must question its role in contributing to student problems and expressed concerns.

Ellen Marback in her article on Minimizing Discipline with Cognitive Coping,[12] provided a path for teacher changes. She warned teachers that if a decision had to be made on whether to teach or whether to discipline, the classroom learning environment had become unproductive. Making such a decision meant that teachers were already combatants. Marback's thesis was that "coping is a part of learning and that appropriate coping behaviors can and should be taught

12. Ellen Marback "Minimizing Discipline with Cognitive Coping". Illinois School Journal. Spring 1976, pp. 14-20.

in the classroom". This kind of teaching requires a new mental set for teachers because what is needed is adequate coping by students carefully taught by teachers as a part of the learning process.

Fritz Redl in an August, 1975 article for School Review made a strong case for the careful self-examination of adult behavior as it related to children in the classroom. Redl stated that "the problem of what, of all things we do for and to kids, may become disruptive rather than helpful is one for adults to ponder". In the final analysis, Redl points out, the adult has in his hands the final power and responsibility for the child's outcome.[13]

Each author, in his own way, proposed encouraging teachers to examine their methods of operation with students in the classroom. How the teacher perceives the classroom, institutes class procedures, the nature of the procedures and how the teacher and the student respond to or cope within the classroom constitute a large part of the learning frame which is a part of the classroom learning environment.

A student's logical choice for obtaining school help should be the classroom teacher. This is one person in the school who has regular and direct contact with the student.

13. Fritz Redl, "Disruptive Behavior in the Classroom". School Review, August 1975, No. 4, pp. 569-594.

It was found that Higgins' students did not think of their classroom teacher as the first source of assistance. Data on this were gathered from students and teachers through a survey administered to Higgins students during the spring of 1975. The survey entitled "Who Helps You" set up a series of situations in which school sources for help were listed. The resulting data indicated that while teachers thought of themselves as being consistently the first source of help for students, students chose teachers as initial assistance sources in less than 50% of the examples cited.

Children, especially Higgins students, do need to learn in an environment which is supportive of their concerns and needs. School learning takes place in school and requires the kind of environment which best supports appropriate student learning.

The results of "Who Helps You" survey highlighted Higgins' students' need for help in many areas. Included were assistance in learning and in the area of both interpersonal and student-teacher relationship. These student needs impact school learning and the learning environment.

Objectives

The Maxi II proposal provided for a developmental basis for the establishment of a helping/supportive student-teacher relationship. The chief goal of this practicum was to change the behavior of the teacher in the class setting by providing a basis for teacher change within the frame of in-service. Essential to the establishment of a helping/supportive student-teacher relationship was teacher change. The relationship was conceived of as one in which teachers developed a sensitivity to their students' needs which included school learning, student self-concept, and improvements in interpersonal and student-teacher relationships. It was planned that the relationship benefited students by providing them with real assistance in the utilization of already-learned and school-learned coping skills in peer group and student-teacher relations. It was presumed that the basis for developing a helping/supportive student-teacher relationship existed when the objectives of the practicum were met.

The objectives included:

> Project students will select the "teacher" choice on the post-project "Who Helps You" survey at a rate which is 20% greater than their pre-project survey choices.

The student's logical choice for obtaining school help should be the classroom teacher. The teacher is the one person who has regular and direct contact with the student. By the

termination of the practicum students should be able to seek and to obtain willing assistance from the teacher as the central helping/supportive person. This type interaction is a change from pre-practicum student and teacher practice.

> Project students, at the completion of the work of the practicum, will agree with teachers in 70% of their choices on the "Who Helps You" survey.

The teachers' role perceptions in the frame of the helping/supportive student-teacher relationship should closely approximate the students' view of from whom they may receive assistance. The work of the practicum will insure that project students and teachers choices are in closer correspondence.

> Sixty per cent of the practicum's teachers, by the project's termination, will select the leadership style on the Group Leadership Questionnaire which undergirds the student-teacher helping/supportive relationship.

> Practicum-focus students will significantly increase their reading comprehension scores, as determined by the Iowa Test of Basic Skills, Form 6, over a comparative year's I.T.B.S. data. Test results will be charted and compared for the school years of 1974-75 and 1975-76.

Higgins staff's goal for student academic achievement, particularly in reading, is a year's growth for each year in school. Growth would be determined by standardized test data obtained from the city-wide testing program. A significant gain in meeting that standard would be a +1.0 comparative yearly test score. The range for the 4th, 5th, and 6th

grades (Table 14, page58), in vocabulary has been from plus .5 to plus .8, in reading from plus .7 to plus .9, and in total math from minus .1 to plus .4.

> Project teachers will create a physical classroom environment, during the term of the practicum, which encourages aspects of the student-teacher helping/supportive relationship. Observational aspects of the classroom environment will be recorded on the Teaching Environment Data Assemblage (T.E.D.A.). (Appendix D, Attachment #1)

> A change in middle grade students' behaviors, particularly those involving peer conflict, will be demonstrated by a 10% reduction in the number of acts attributed to intermediate level students and recorded on student discipline cards.

> Intermediate level teachers, during the course of the practicum, will reduce by a minimum of 10% the number of their office-referred discipline cases involving student committed acts of vandalism and violence.

The reshaping of student acting-out patterns and behaviors within the learning environment would indicate that change in the behaviors of teachers is taking place within the frame of the practicum.

The work of the practicum design was to take place in teacher in-service sessions which equipped teachers with the knowledge, techniques, and the personal desire needed to establish a helping/supportive relationship with students in the classroom.

Teachers had the opportunity to examine their own leadership styles, discover their students' group and individual

needs, and contrast those needs with how their present leadership style supported student need satisfaction and school learning. The in-service training was planned to facilitate teachers adopting a helping/supportive student-need oriented relationship which once established would be nurtured and would blossom; thus meeting a school need and projected practicum outcome: improving the school's learning environment.

The developed relationship was envisioned as one in which students who expressed needs, either verbally or observably, whether academic or social, were provided with help/support directly by the teacher or through an immediate referral to an appropriate staff member.

The relationship included teacher' obtaining knowledge of their students apart from the group classroom setting and the students gaining reciprocal knowledge from their teacher.

The relationship, once initiated and seeded for development, was designed to ease classroom friction between teacher and student. upport was provided students in such a manner that acts of school violence and vandalism were attenuated. The final practicum outcome was to achieve an improvement in the school learning environment reflected by improved student learning, attitude, and school behavior.

Practicum Participants

The practicum was initially begun with a pilot project whose participants were teacher volunteers drawn from the school's intermediate grades. The pilot focused on grades 3 to 6 because Higgins' students, at that level, were encountering peer problems which were a frequent source of discipline referrals. Middle level students appeared to experience difficulties in talking with and getting help from their classroom teachers who would refer them to the office for insolence or general rudeness. Acts of vandalism and violence in which culprits were identified most frequently were middle grade students. The intermediate grades were also well suited for the pilot because of the way the school was physically organized. Student curriculum materials were readily available and distinct from the primary and upper grades.

Ten teachers with approximately 320 students made up the Higgins middle grades. Various school constraints allowed the pilot to service fully only five to seven volunteer teachers and their groups.

Design

The design of the practicum was planned to accomplish those goals and objectives set forth in preceding sections.

The practicum consisted of an initial pilot project which served middle grade volunteer classroom teachers who instructed a minimum class load of thirty students each.

The middle grade teachers were selected for the project on a voluntary basis for these reasons:

In the middle grades it could be proved that

student-teacher friction and peer relations student problems were apparent,

acts of school violence and vandalism were perpetrated by students in this age group, and

discrete curriculum materials for students were available.

The work of the practicum took place in weekly in-service training sessions for the teacher volunteers. The school's adjustment teacher (full-time counselor) and the social worker (1 day per week at Higgins) would assist the school administrator in:

familiarizing teachers with the guidance curriculum guide[14] and related materials in order that the guidance program became a regular part of the social studies teaching curriculum,

equipping teachers with the techniques which could be utilized to enhance a guidance program; helping teachers learn how to use the techniques within the in-service frame,

14. Guidance and Career Development Guide, Intermediate Level, Chicago Board of Education, 1974.

utilizing feed-back and observation from the classroom and in the in-service training to developing alternative methods of dealing with student needs; and

creating, with teacher consensus, a viable format for holding student and student group conferences as a part of the means of building the basis for the helping/ supportive relationship.

The key components of the pilot design were:

introduction - pre-project administration of the Group Leadership Questionnaire,

12 in-service training sessions for teachers planned for a mutually agreeable time,

participants as volunteers;

agenda based sessions which were planned by staff people--the principal, adjustment teacher, and the social worker--holding differing viewpoints of school students,

provisions for immediate usage of session's techniques within the classroom, and with students,

support for changes a participant wishes to make in self through the in-service group,

developing a supportive interrelationship within the in-service group,

direct support of the pilot by the school administrator through the provision of relief time to work with the individual and small groups of students by the teacher,

a minimum of five pilot student and teacher meetings, and

post-project administration of the Group Leadership Questionnaire.

The teacher training sessions, in which teachers were encouraged tc explore their classroom behaviors in order to begin establishing a helping/supportive relationship with students, were the meat of the practicum. Twelve morning sessions, over a three-month period, were planned and utilized. Provision had been made within the training for teacher interaction in matters of particular concern which involved students and for the participants' internalization of training originated ideas, information, attitudes and values.

The agenda which was prepared for each training session was formulated by the school administrator with direct input from the adjustment teacher and the social worker. Each agenda was planned with the prior session's success or failure in mind and with the intent of meeting the project's goal. Formative evaluation by all meeting participants was an integral part of the in-servicing. Evaluative techniques were carried out after each meeting by the responsible troika.

General evaluative techniques included analyzing teachers' in-service feed-back, gauging teachers' group maintenance behavior, monitoring incidents of school-associated violence and/or vandalism, and determining how the sessions were meeting project goals. The chapter detailing project evaluation includes material on in-project assessment.

Several strands were interwoven into each of the twelve training sessions;

-goals of the practicum project,
-objects of the classroom guidance program,
-implementation of the classroom guidance program,
-focus on types of individual student and group needs,
-teacher planning for group and individual concerns, and
-on-going evaluation.

Materials from the Guidance and Career Develpment Curriculum Guide[15] which were used by the participant teachers included chapters on group guidance in the classroom, group guidance techniques, continuity of the guidance function and guidance unit planning. Those materials which were implemented in the classroom for student use included chapters on discovering who you are, getting along with your family, feeling and actions, and being the kind of friend I'd like to have.

Prior to the first teacher training session an introductory meeting was held for all Higgins intermediate teachers. The scope of the pilot was outlined, goals stated and the teachers were asked to consider volunteering for the project. In the initial training sessions volunteer participants were asked to take the Group Leadership Questionnaire.[16]

The Group Leadership Questionnaire presented fifteen situations which could occur in a group setting such as

15. Ibid., p.iii.

16. David W. Champagne and John L. Morgan, Supervision Study Guide, Fort Lauderdale, Nova University Press, 1973, pp. 91-102.

in-service training or supervision groups. The questionnaire describes a situation, provides alternative choice responses for a given situation, and directs that the questionnaire participant assume the role of a supervisor or group leader when giving a response.

The questionnaire, which was originally developed by Daniel B. Wile and Gary D. Bron, was experiementally modified and included in the Nova Supervision Study Guide[17] prepared by Champagne and Morgan. No material on the questionnaire's reliability or validity were available for the modified form.

The questionnaire was chosen for practicum use because it could show a before-and-after change in teachers' questionnaire responses and because it provided a reference point during the in-service sessions for discussing varying styles of teacher leadership. (Appendix A , p.80)

The questionnaire also appeared to be a suitable evaluative tool for this practicum because it was non-threatening to the practicum participants. Morris Cogan stated that the "risks involved in essaying new teaching behaviors ..... often become too great for teachers to endure. As a result, teachers reverted to familiar patterns .....[18] A successful practicum, in this case, dictated teacher behavioral changes.

17. Ibid., p. 88.

18. Morris Cogan, Clinical Supervision, Boston: Houghton-Mifflin, 1973, pp. 4-5.

The classroom itself and teacher behavior patterns were the focus of various systems of classroom observation. Extensive work in measuring the merits of teachers' effectiveness through the use of observational techniques had been undertaken by researchers Medley and Mitzel.[19] They, as well as others, concluded that prior research on teacher observation was defective in both the design and analysis of data. There appears, at this time, to be no acceptable observational model which cannot be criticized for being subjective, interpretative, and/or inferential.

This practicum focused on teachers' changing, with the effect of the change being gauged by teachers themselves. The questionnaire provided participants with an idea of his/her individual leadership style and as a pre-post-project evaluation technique, and if change had occurred.

Teacher participants also received a categorized breakdown of the 1974-75 office discipline referrals. This and the most recent student test scores were distributed to provide participants with data which could be used to discern types of student group and individual needs. Priorities were to be established within the the training sessions and teachers were asked to develop a check method for use in the classroom as a

19. Medley, D. and Mitzel, H. "Measuring Classroom Behavior by Systematic Observation" Handbook of Research on Teaching, Chicago: Rand McNally, 1963. pp. 247-328.

means of determining if student changes occurred ..... in learning, in peer relations and with the classroom teacher.

During the training sessions teachers were introduced to a modified Flanders-type observational system[20] which could be used as a means of determining individual and/or group change (Appendix D, p.167). In order to use the system the teacher had to define the behavior which was to be observed (group or individual) and determine the time block which would be imposed by the observer (project teacher) on the observational grid.

Individual teacher-student and teacher small group conferences were viewed as basic to the development of a relationship with students which was less formal than that found in the classroom before the in-service experience. It was also the cornerstone for the establishment of the helping/supportive relationship with students. Possible formats for each type of conference were worked out and weekly, one-hour-per-teacher conference times were negotiated individually with teachers. The majority of conference relief time was provided by the school administrator with back-up from the adjustment teacher.

20. Ibid., pp. 150-163.

The Assessment Design

The practicum's aim was to prepare and test a developmental basis for the establishment of a helping/supportive relationship between student and teacher. The accomplishment of the practicum's objectives required a variety of evaluative tools which focused on the project participants' responses and the results of their project-related actions.

The gauges utilized to assess the over-all practicum's success in meeting its stated objectives were as follows:

Test Results

Pre-post-standardized test data drawn from the spring 1975 and spring 1976 Iowa Test of Basic Skills (I.T.B.S.) were collected, tabulated and compared.

Teacher Leadership Style

All of Higgins' middle grade teachers were provided with the Group Leadership Questionnaire and its separate scoring instructions. Each teacher was asked to complete the questionnaire, score it if they so wished, place the completed and/or scored questionnaire in a sealed envelope, and finally, arrange for the envelope to be held by a mutally agreed upon colleague.

Upon completion of the project the questionnaire was re-administered to project teachers. Teachers were urged, if they so desired, to give the practicum author both the pre-and post-questionnaire with their names deleted.

"Who Helps You" Survey

This instrument was developed from written comments and other discussion material supplied by Higgins' middle and upper grade students. The survey format was designed to elicit from students on a pre-post-survey basis, who, among school adults, was actually helping students with problems they themselves had indicated were real concerns.

The practicum survey was based on questionnaire information gathered from students during the 1974-75 school year. Students, in forms such as the student council, indicated that they had worries about the school. In order to determine what the worries were, selected groups of students, by grade level, received a card on which they were asked to list one or more of their own concerns about particular building areas. These concerns eventually evolved into a questionnaire which asked that students rank their worries according to urgency. (Appendix D, p.112/113).

As the results from the questionnaire were compiled two things became obvious: student concerns could be identified by age group (middle grade students worried about classroom stealing but upper grade students did not), and students' worries appeared to be solvable within the school (food left on lunchroom tables could be removed).

Conjecturing that the problems students identified as school-related could be solved in the school led to the

development of the "Who Helps You" survey based on actual student-framed situations. The survey's purpose was to pinpoint school adults whom students could really rely on for assistance in time of their need. Middle grade project and non-project students responded to the survey questions in December of 1975 and April of 1976.

The survey instrument prior to the project's initiation was also administered to all teaching personnel during a regular in-service meeting and with the same explanation provided students. The purposes for the information gleaned from the teachers' tabulated results were twofold:

> it provided a basis for comparing teacher responses with project and/or non-project students, prior to the real action of the practicum; and
>
> teacher responses to the survey were used to determine what teachers perceived to be their own role in the student originated examples.

Other assessment tools were utilized during the course of the practicum with varying degrees of success. These included:

> Teaching Environment[21] Data Assemblage (TEDA): (Appendix D, Attachment #1) was one in which evidence of the classroom's physical environment was collected by an observer. The observer read an observational question about a physical aspect of the room and answered the posed question with a yes/no. The work of the observer could be accomplished with or without the class being in session. (Data for TEDA: Chapter p.62).

21. Good, T.L. and Brophy, J., Looking In Classrooms, N.Y.: Harper Row, 1973. (TEDA was drawn from a variety of chart material utilized by the authors.)

Discipline Referrals: The Chicago Teacher's Union and the Board of Education's contract agreement required that a continuous record of discipline cases be kept for each school. The practicum writer developed a means of comparing pre- and post-project discipline referrals for varying kinds of factors. The form for tracking and comparing data provided no useful information and was discarded.

Prior to submission of the original practicum proposal data had been collected for 1974-75 student discipline referrals by grade and by offense. These data were incorporated into the frame of the practicum. Similar data were collected for the 1975-76 school year.

Incidents of violence and/or vandalism for which there were no teacher referrals to the school office were recorded by auxiliary staff members on an Incident Chart. Data were kept on a daily basis if required but most commonly were recorded by the week. (Appendix D, Attachment #2).

Teacher Verbal Referencing: Teacher attitudes and behaviors toward students were reflected in their casual conversations about children and did provide an understanding key to the probable student and teacher classroom relationship. Comments from staff personnel were gathered informally and are detailed in the practicum narrative section.

The objectives of the practicum in relationship to those measurements which indicated the degree of the practicum's success are discussed in the evaluation summation chapter.

Practicum Implementation

The work of the practicum began in November of 1975 with the distribution and administration of the "Who Helps You" survey to Higgins' middle grade students. The questionnaire was given to eight rooms of fourth, fifth, sixth and some seventh graders. Higgins' classroom teachers responded to the survey during a regularly scheduled teachers' in-service meeting also held in November of 1975.

During the first week of December all middle grade teachers were introduced to the practicum's aims and operational mode. The intermediate level staff was already familiar with school concerns as expressed by Higgins' students. (These "concerns" were the basis for the "Who Helps You" survey.) The scope of the practicum was briefly outlined by its author, the school's principal.

Teachers were aware that their time commitment to this volunteer project would be a minimum of twelve in-service teacher meetings with as many individual sessions with the practicum leaders as appeared needed. The staff knew that the project participation also meant a commitment to teaching guidance on a regular basis to their classroom students.

The concept of helping/supportive teaching was brought into focus during a brief discussion of the individual and small groups meetings to be held by the teacher with various

classroom students. The logistics of how meetings would be arranged were also discussed.

Ten middle grade teachers came voluntarily to the introductory practicum meeting. Of those in attendance seven indicated their willingness to become project participants:

Grade Level Project Participation

Table 5

Grade Level Project		Number of Sessions	
Teacher	Taught	Participant	Attended
A.	4	Yes	12
B.	4	Yes	9
C.	5	Yes	12
D.	5	Yes	11
E.	6	Yes	12
F.	6	Yes	3
G.	5/6	Yes	3
H.	3/4	No	1
I.	3/4	No	1
J.	4	No	1

Teachers H and I were regularly assigned and long-time members of the school staff. Each indicated that since the majority of their students were still in grade 3 they would be utilizing the primary guidance materials rather than the intermediate. These two teachers chose not to participate in the practicum.

Teacher J said nothing about project participation but attended no further meetings. J was a temporarily employed teacher who had joined the staff less than a month prior to the practicum's initiation.

Teachers F and G each had the academic best of the fifth and sixth grade students. The teachers were fast friends and had adjoining classrooms with a moveable wall separating them. The three meetings (1st, 5th and 8th) attended by F and G were attended together. The teachers also appeared to willingly assist in a role playing presentation at yet another project in-service meeting.

A segment of session first was devoted to the concept of the Group Leadership Questionnaire.[22] Teachers were asked to complete the fifteen questionnaire items and then to score them in order to determine their own leadership style. Teachers who wished to become project participants were asked to seal their scored leadership sheet in an envelope to be held by Teacher D until the final project meeting.

The weekly in-service sessions were held on Thursdays, Higgins' day for the social worker. The area used to meet in was adjacent to, but separate from, the regular faculty room. Sessions usually began about 8:20 a.m. and lasted until approximately 9:03 a.m. (The arrival time for staff is 8:30 a.m. and the student entry time is 9:05 a.m.) The practicum author was present at all sessions while at times either the social worker or the adjustment teacher had to meet commitments which were non-practicum related.

22. Morgan, Op. cit., pp. 92-102.

Appendix D of this practicum report contains sample agenda utilized in the project meetings. The agenda were intentionally made over inclusive, frequently supplying enough meat for two or more teacher change sessions.

A part of each in-service was also geared to meeting those needs expressed by the staff in prior sessions which related to practicum concerns. Agenda materials included:

> exploration of groups, their meaning and purposes,
>
> achieving group direction, the role of the teacher as guide,
>
> surveying the units in guidance materials to be used in the practicum,
>
> developing the teacher-student/students interview format,
>
> sensitizing self to the ways students express their needs in the classroom, playground and other school areas,
>
> mapping out ways to diagnose and remedy student expressed needs, and
>
> observing roles in the group maintenance behaviors, and
>
> task performance behaviors[23] and destructive behaviors.

Certain school and/or district constraints required that intermediate project in-service sessions be rescheduled. The sessions, begun in December of 1975, were completed in March of 1976.

23. Ibid., pp. 79-81.

The "Who Helps You" survey was post-project administered to students during April of 1976. The Group Leadership Questionnaire (post-project) was completed by participant teachers during the first week of April in 1976. Teachers were asked to donate both the pre-and post-scored leadership sheets to the practicum writer if they would not feel compromised by doing so.

The Data Collection Frame

The chief objective and the major thrust of the practicum was to change teacher behavior in order to create a developmental basis for the establishment of a helping/supportive student-teacher relationship. The practicum author chose a basically descriptive rather than an inferential statistical frame for illustrating the effects of the practicum upon its participants.

The one assessment tool utilized in the practicum which had direct input from the largest number of project participants was the "Who Helps You" survey. (Appendix A, page 79). The survey was pre-project tested in November of 1975 by 261 middle grade students and members of the teaching staff. Post-project survey testing with intermediate level student respondents was completed in April of 1976.

The data obtained from the pre-post-project survey statistically must be considered unordered countables.[24] A descriptive assessment approach was utilized to convey to the reader appropriate conclusions drawn from the data.

The data tables based on the initial survey response were designed to provide a frame for determining:

> the degree of similarity and/or difference between the three groups of respondents (Project students, non-project students, and staff teachers),
>
> a comparison of similarity and/or difference in choice selection between project and non-project student participants,
>
> a comparing of the similarity and/or difference in choice selection between students and teachers, and
>
> directional changes in the tabulated pre- and post-project data which was attributable to the action of the practicum.

These data statements were framed in order to determine if teacher behavior actually did change during the course of the practicum, and if the change lent itself to the establishment of a student-teacher helping/supportive relationship. For the purposes of the practicum teacher behavior change was said to have occurred when:

> student project participants chose the classroom teacher in post project selection as the choice for a statement in which the classroom teacher was not the pre-project choice, and

24. Peatman, John. Introduction to Applied Statistics. New York: Harper & Row, Publishers, 1963, p. 138.

the difference between the same choice selection of project and non-project students choosing the classroom teacher was at least 20% greater for project students.

The "Who Helps You" survey consists of 15 situational examples (numbers 1 to 6, 6A to 14). The directions and choice selection explanation were orally presented to intermediate graders by classroom teachers. It was stressed that choice should be made on the basis of who really does help you (the student) in the examples, not who should be providing the assistance.

There were eleven (11) title designations representing school-related Higgins personnel from whom the students were encouraged to make selections. If, for instance, Mrs. J was the person normally on the playground during recess the students knew who she was but might not realize that her title designation was teacher aide. The designations were reviewed with students prior to the survey administration.

In all of the fifteen "Who Helps You" situations the same five title designations were chosen with significant frequency. These included:

Number of the Title Designation	Title Designation
1.	Student friend
2.	Parent
6.	Classroom teacher
9.	Teacher Aide
10.	Principal

All of the title designations selected were tabulated and the data for each were ranked separately for the three groups who took part in the pre-project survey: project students, non-project students, and staff teachers. The title designation most frequently selected by any of the three groups was given the group rank of 1. Other designations, those chosen less frequently by participants, were provided lower rank numbers corresponding to selection frequency (from 2 to 11).

Raw data were ranked for these reasons: (a) suitability for charting, (b) readability of data, and (c) the possibility of utilizing Spearman's rank correlation coefficient.[25]

The number of title choice designations chosen by participants in any one of the three groups was converted to a percentile. If 56 students of the 112 in the non-project group selected "Teacher Aide" as a response to a given example, the chart would read 50% of non-project students picked this response. Both the rankings and percentages of title designation choices were used in data table formulation. Because of the number of survey data tables (30 Tables, Appendix B, pages 83-98), selection per cent and rank were provided for the five titles regularly selected by the majority of the three groups of project participants.

25. Croxton, Frederick, et al. Applied General Statistics. New York: Prentice-Hall Inc., 1955, pp. 478-480.

In the fifteen situational examples cited on the "Who Helps You" survey the staff chose "Classroom Teacher", as a majority response, fourteen times. This would indicate that teachers felt that they themselves were the school people who students actually did turn to for assistance. Only in the instance relating to an after school example (Situation 6) did teachers signify that others were also helpful to their students.

Table 6, following, contains a listing of the concern areas designated by Higgins' students. These abbreviations were used to facilitate chart construction:

Title Designation Abbreviations

CT ..... Classroom Teachers

TA ..... Teacher Aide

Pri ..... Principal

Stu ..... Student

Par ..... Parent

Table 6

Pre-Project Survey Summary - First Choices of Participants

Table Title and Number	Project Students' Choice	Non-Project Students' Choice	% of Student 1st Choice Proj/Non-Proj.	Teachers' 1st Choice and Choice %
Helps With				
1. School Subj.	CT	CT	78 - 61	CT 90
2. Lunch Hour	TA	TA	61 - 51	CT 68
3. Complaints	Pri	Pri	55 - 66	Pri 58
4. Supplies	Stu	Stu	56 - 53	CT 52
5. Too Much Work	Par	Par	34 - 62	CT 47
6. Prevents Fights	Pri	Pri	43 - 46	TA 55
6A. Prevents Fights in School	CT	CT	28 - 35	CT 76
7. Injustice	CT	CT	26 - 12	CT 22
8. Controls Temper	CT	CT	48 - 36	CT 75
9. Protects	Pri	Pri	25 - 24	CT 55
10. Answers	Pri	Pri	50 - 35	CT 77
11. Problems	Pri	CT	27 - 33	CT 55
12. Injury	TA	TA	31 - 34	CT 27
13. School-work	CT	CT	50 - 61	CT 61
14. Recovers Goods	CT	CT	70 - 63	CT 94

In reviewing Table 6 (First Choices of Survey Participants), it must be noted that in only 7 of 15 situational examples did teachers and all intermediate grade students surveyed agree on who helped students. The percentage of agreement between teachers and students on first choice selections was 46%.

Teachers' survey responses appeared to be unrealistic in their view of who really provided student assistance when compared

to responses made by both student groups. In six situations the teachers' group indicated with better than 60% of their choices, that they gave help in:

Table Number	Table Title	% of Teachers Choosing Teachers
1. ...	In School Subjects	90%
2. ...	During Lunch Hour	68%
6A. ...	Prevent Fights/School	76%
8. ...	Controls Temper	75%
13. ...	With School Work	61%
14. ...	Recovers Goods	94%

In one of the examples students and teachers completely disagreed about first place choices. In four of the five other instances students agreed with teachers but to a lesser extent than the 60% or better voted by the teachers. In three of the five situations the students' per cent of choice selection differed from the teachers from as much as 12% to 41% less.

From the 11 possible title choices the staff chose teachers 87% of the time as their first selection. Project students chose the classroom teacher 40% of the time with principal as first choice in 33% of the cases. Non-project students selected the classroom teacher as a first choice 46% of the time and principal as first choice in 26% of the cited examples.

It is to be admitted that in the situations where teachers did select teachers as their first choice, most school personnel

would also agree that teachers should have the responsibility of assisting and supporting students in the type of examples cited, but percentages of students' choices do not indicate that this is the real case.

The project and non-project students were in essential agreement in 9 out of 15 examples, 60% of the time in all the choices tabulated. In 5 cases the choices were reversed for the second and third position choices. In only one case was there a complete three position reversal between project and non-project students--Table 11 (Appendix B, p.96).

Post-Project Survey Comparison

The raw data obtained from the April 1976 post-project survey was tabulated in the same manner as the pre-project data. Statistical materials were ranked from 1 (top) to 11 (bottom) for project and non-project student choices with regard to title designations. The number of times a choice was made by a given group of students was converted to a percentage of the total number of choices in the group figure. Tabulations of selections were charted for project and non-project students only.

There were 113 students in the project group; 92 students comprised those tested in the non-project section. A larger group of fourth graders and few sixth graders were tested on the post-project survey form.

Table 7

Post-Project Survey Summary - First Choices of Participants

Table Title and Number	Project Students' Choice	Non-Project Students' Choice	% of Student 1st Choice Proj/Non-Proj.	Pre-Practicum Project-Student Choices & %
Helps With				
1. School Subj.	CT	CT	77 - 68	CT 78
2. Lunch Hour	TA	TA	53 - 44	TA 61
3. Complaints	Pri	Pri	65 - 63	Pri 55
4. Supplies	Stu	Stu	63 - 50	Stu 56
5. Too Much Work	CT	CT	34 - 27	*(Par) 34
6. Prevents Fights	CT	*(Pri)	38 - 36	(Pri) 43
6A. Prevents Fights in School	CT	CT	32 - 36	CT 28
7. Injustice	CT	CT	34 - 62	CT 26
8. Controls Temper	CT	CT	56 - 56	CT 48
9. Protects	CT	CT	56 - 41	(Pri) 25
10. Answers	CT	(Pri)	37 - 42	(Pri) 50
11. Problems	CT	(Pri)	37 - 28	(Pri) 27
12. Injury	CT	CT	39 - 25	(TA) 31
13. School-work	CT	CT	67 - 42	CT 50
14. Recovers Goods	CT	CT	68 - 72	CT 70

* ( ) Parentheses indicate a deviation from the post-project student choices

Each group of project and non-project students, again had the same 15 situational examples as a basis for choosing the person, by title designation, who helps them at needful times. In 12 of the 15 examples both groups agreed on their first choice selections; 80% of the time they agreed on choices.

In the pre-project survey the two student groups agreed 94%. This represents a 14% reduction in the agreement level between the two groups. The project group, on the post-survey form, more frequently chose the "classroom teacher" as a source of help and/or support. This fact was considered an indicator of the success of the practicum.

Table 8

First Choice "Who Helps You" Survey Comparisons of Project and Non-Project Students

Project Students		Non-Project Students	
Pre	Post	Pre	Post
CT 6-40%	CT 12-80%	CT 7-46%	CT 9-60%
Pri 5-33%	Pri 1-06%	Pri 4-26%	Pri 4-26%
TA 2-13%	TA 1-06%	TA 2-13%	TA 1-06%
Stu 1-06%	Stu 1-06%	Stu 1-06%	Stu 1-06%
Par 1-06%	Par 0	Par 1-06%	Par 0

Project students selected the classroom teacher as their first choice on the pre-project survey form 40% of the time. The percentage of the choice of classroom teacher doubled (80%) at the practicum's completion. The project students' 1st selection on the post-project survey approximates the 86% choice of the "Classroom Teacher" by staff teachers.

As an aside it was interesting to note the consistent drop in the choice percentage of "Classroom Teacher" and in the rankings for that category by non-project students.

The author speculated that since the majority of these students represented the academic best of fifth and sixth graders they would naturally be attentive to seeking and expecting help and support from a classroom teacher. When the expected assistance was not forthcoming, these students particularly, would register their immediate dismay and appeared to do so on the post-project survey form.

For project students the classroom teachers became the chief source of assistance and support. In Table 8 students indicated their 1st source of help in the described situation was the principal on the pre-project survey. By the end of the project students chose the "Classroom Teacher" in place of the principal and by a greater percentage vote than that by which the principal was originally selected.

Group Leadership Questionnaire

This leadership instrument was administered to middle grade teachers prior to the project implementation and immediately following the project's completion in April of 1976. The questionnaire consists of fifteen situations which end with the question "What do you do?" One to sixteen possible responses to the situations were available for the reader's choice. Each of the responses corresponds to a leadership scale item which included sixteen possible teacher or group leadership styles.

The teachers were asked to tally all the responses they would consider making (Table 10) on a pre- and post-project questionnaire tally sheet. Seven teachers participated in this evaluative segment.

The Group Leadership Questionnaire analysis sheet served a dual purpose. It was utilized as a means of tallying teacher choices and as a catalyst for discussing teacher leadership styles.

The questionnaire situations provided the in-service group with an opportunity to define leadership modes. The questionnaire situations framed behavioral styles which appeared to closely parallel group experiences the practicum teacher participants had had.

The teacher-social worker, during an in-service session, led the group in exploring which of the styles would support the guidance function in the classroom, in small groups, and/or with individual students.

Styles which were selected by project participants as being important to the guidance program were:

Number on the Analysis Sheet	Leadership Title
2	Group-Directed
3	Reassurance-Approval
4	Subtle Guidance
7	Member Feeling
11	Group Dynamics Question

The participant group indicated that each of the selected styles

supported change without forcing it on the group. Each leadership mode provided security, encouragement, and an opportunity to explore the parameters of change by the group members.

"Structure", (Style 5), was the teaching style most typical of the middle grade project and non-project teachers. It was a style which the practicum writer considered non-supportive to the expressed learning and social needs of Higgins' students.

The "Structure" style was the cause of controversy during one in-service meeting in which its merits were discussed. The group considered "Structure" to be strong and direct teacher control. They felt that in most classroom teaching settings, the teachers were willing to exempt guidance, the "Structure" style was the vital element to student learning. The adjustment teacher, social worker, and practicum writer disagreed.

The three recognized that while the styles (Analysis sheet titles: 2, 3, 4, 7, and 11) selected by the project participants could be of assistance in developing the student-teacher helping/supportive relationship it was only "Subtle Guidance" which epitomized all five and fully supported the relationship. It combined the merits of the other styles and yet retained, for the teacher, behind-the-scenes control, that of planning for student needs as they were identified through group and individual meetings and then implementing and evaluating those plans.

On individual analysis sheets (Appendix A, p.) one could locate the five most frequently chosen leadership styles. (total tallies) selected by teachers on the pre- and post-project leadership questionnaire (Tables 9, 10).

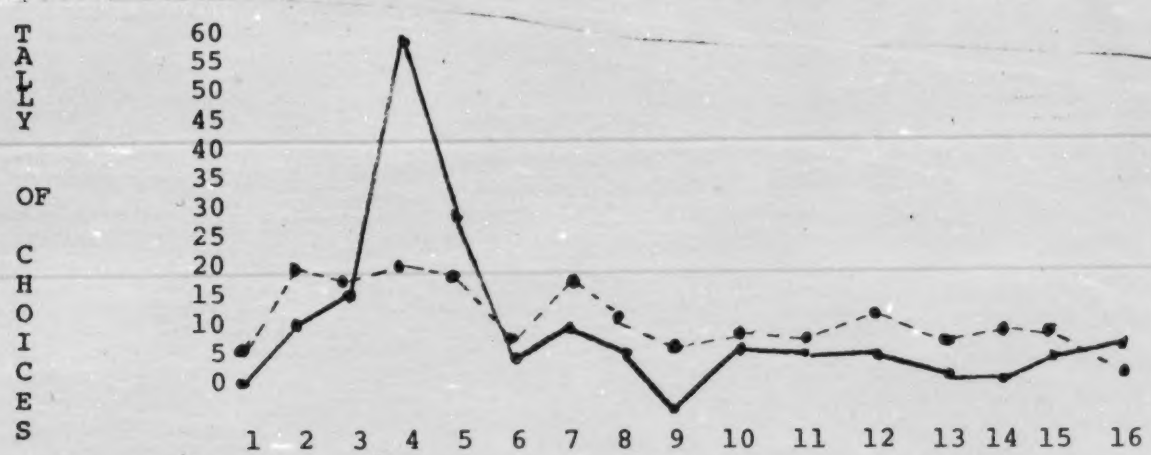
Table 9

Single Most Important Response
Pre/Post-Project Leadership Questionnaire

Pre-Project			Post-Project		
Choice Number	Style Number	Style Title	Choice Number	Style Number	Style Title
1st	2	Group-directed	1st	4	Subtle Guidance
2nd	7	Member feeling	2nd	5	Structure
3rd	4	Subtle Guidance	3rd	3	Reassurance-approval
4th	3	Reassurance-approval	4th	2	Group-directed
5th	5	Structure	5th	11	Group Dynamics Question

Table 10

Group Leadership Questionnaire Frequency Choice Tally



Four of the five given teacher choices on the post-questionnaire were carryovers from the pre-project questionnaire. The "Group Directed" leadership style which headed the pre-project list sank to fourth place in the post-project data. This leadership style was considered less supportive of students than the post-project choice of "Subtle Guidance" which is crucial to helping/supportive student-teacher relationship. It must also be noted that the "Structure" style which might be considered a rather dogmatic, old-fashioned teacher-trait sprang from 5th choice on the pre-project questionnaire to second place in the post-project data.

The largest number of teacher choices by situation were charted in order to provide a visual means for determining any pre-post-project teacher change.

The "Group Directed" style underwent an approximate 40+% choice reduction over the course of the practicum while the "Reassurance Approval" style switched from 4th to 3rd place in percentage of choices.

It should be noted the "Member Feeling" (Style 7) was dropped and replaced by "Group Dynamics Question" (Style 11). This style is directed toward group guidance and was considered a positive change with regard to the aim of the practicum.

Two kinds of information could be recorded on the Group Leadership Questionnaire Analysis Sheet. The sheet provided for:

-a tally and a total of all of the questionnaire responses which were made, and

-a tally and a total of the one response* which was felt to be most important.

The seven teacher' most important choices on the December 1975 pre-project questions were:

Single Most Important* # of Teachers	Analysis Sheet Style Number	Leadership Style
2	2.	Group Directed
1	4.	Subtle Guidance
1	5.	Structure
1	6.	Attack
1	7.	Member Feeling
2	8.	Leader Feeling

This changed dramatically on the April 1976 post-project questionnaire. All intermediate project teachers' choice "Subtle Guidance" as their first choice selection. Considering the range of pre-project data the author tends to distrust the "why" of selecting "Subtle Guidance" as the only first choice. The writer has speculated that the practicum may have unwarrantedly pushed the term "guidance" and this may have influenced teacher choice on the final leadership questionnaire.

Changes in teacher choices between the post- and pre-project leadership questionnaire have been noted. A recommendation to make the questionnaire a strong determinant in gauging practicum success in provided in this report's final chapter.

Table 11

Pre-Project Leadership Questionnaire Choice Data(Expressed in%)

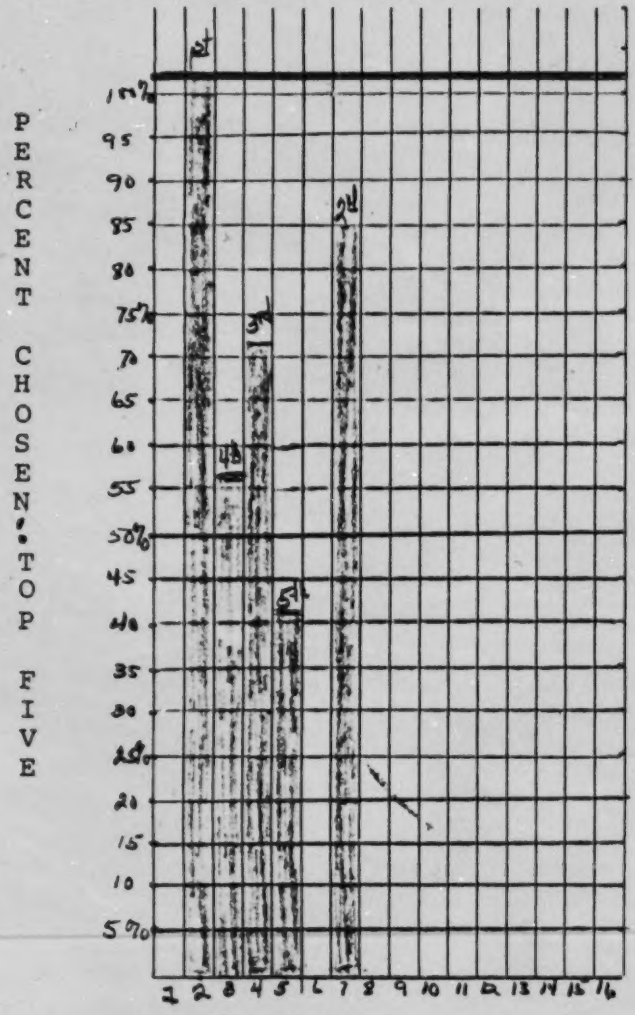
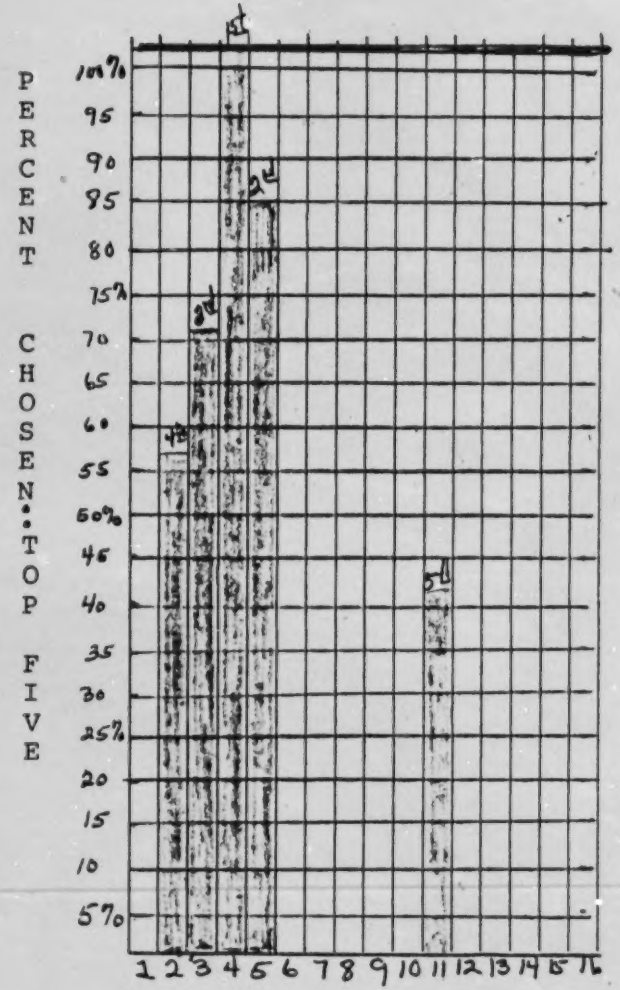


Table 12

Post-Project Leadership Questionnaire Choice Data (Expressed in %)



I.T.B.S. Test Result

The Chicago Public Schools implemented a system-wide testing program during the 1973-74 school year. Children in the elementary schools all took part in the Spring testing program which utilizes the Iowa Test of Basic Skills.

Higgins' intermediate level students were grouped semi-hetrogenously into three levels within a grade pattern:

top and middle level students,
middle and lower level students, and
middle and lower level students.

Students remained in self-contained classrooms with the exception of a walking reading program in which the entire school was involved.

Practicum students made up approximately 55% of all middle grade students. The teachers of the top fifth and sixth graders chose not to participate in the practicum while the teacher of the top fourth graders did volunteer for the project.

The practicum writer gathered individual data for practicum students, the I.T.B.S. scores for 1975 and 1976 test years, in the areas of vocabulary, of reading and of mathematics (Appendix C, p.103). This was an exceedingly difficult task because the school's test results were returned by reading room rather than by student classroom assignment.

As the data were reviewed it was noted that, as usual, the academically better students grew about 1.0+ years, the middle

level students gained from .5 to .7+ months, and the less able students gained only about .1 to .3+ months.

This general pattern held for primary level grades, too. The first grade teachers tested 16 out of 64 students. These, the teachers felt, would score at least a first grade level on the I.T.B.S. test.

The majority of practicum students were found in the middle and lower academically skilled groups. It was therefore felt that a significant gain in skills for all middle graders, as attested to by the I.T.B.S. grade scores and their means, would be a strong indicator that the less able students were beginning to achieve. Better than average gains, using the larger group of middle and lower level students, could be attributed to the helping/supportive relationship formed between teacher and student.

The spring 1975 test results were received just prior to the practicum's initiation; Table 13 presents a comparison between 1975 and 1976 mean scores in selected areas.

Table 13

Iowa Test of Basic Skills: Two-Year Mean Comparison

Form 6

Grade	Test Year	Vocabulary	Reading	Total Mathematics
2	1975	2.3	2.6	2.0
3	1976	2.8	3.0	2.6
3	1975	2.7	3.0	2.6
4	1976	3.4	3.5	3.2
4	1975	3.1	3.3	3.2
5	1976	3.9	4.1	4.1
5	1975	4.1	4.1	4.0
6	1976	5.1	5.1	4.9
6	1975	4.9	4.9	4.5
7	1976	5.7	5.7	5.5
7	1975	6.7	6.3	5.7
8	1976	6.5	6.5	6.0

The expected growth rate in any areas appearing on the table would be 1.0 years of growth for each year in school. Higgins' students have never reached this expectancy. The typical student learning pattern appears in Table 14, a comparison of 1974 and 1975 mean scores in selected areas.

Table 14

Iowa Test of Basic Skills: Two-Year Mean Comparison

Form 6

Grade	Test Year	Vocabulary	Reading	Total Mathematics
4	1974	3.6	3.3	3.6
5	1975	4.1	4.1	4.0
5	1974	4.2	4.2	4.3
6	1975	4.9	4.9	4.5
6	1974	5.3	5.4	5.8
7	1975	6.7	6.3	5.7

A careful perusal and comparison of Tables 13 and 14 would indicate that the 1974 mean score of students in grades 5, 6, and 7 were higher in the three selected areas. The 1975 mean scores in contrast are lower for those three grades of students than the 1976 mean scores.

Table 15

Monthly Gain/Loss - One-Year Mean Score Test Comparison-Iowa Test of Basic Skills--Form 6

Grade Interval	Test Year	Vocabulary	Reading	Total Mathematics
4/5	1974-75	+.5	+.8	+.4
	1975-76	+.8	+.8	+.9
5/6	1974-75	+.7	+.7	+.2
	1975-76	+1.0	+1.0	+.9
6/7	1974-75	+1.4*	+.9	-.1
	1975-76	+.8	+.8	+1.0

*Found that 1 teacher taught this test section.

Table 15 provides a picture of improved academic growth rates for the 1975-76 school year when compared to the 1974-1975 scores. These were arrived at by comparing the 1974-75 data for sixth and seveth graders to the same score standards (monthly gain or loss) used for the present fifth, sixth, and seventh graders. This comparison was included to show that middle graders made significant advancement toward the goal of 1 year's growth for 1 year of school attendance. In the cases of the contrasting 1974-75 fifth grade scores to the 1975-76 scores it can be noted that the intermediate students gained 3/10 of a year more in two selected areas than did the comparison group, students in primary and upper grade levels. This translates to a gain of 30%; much better than past efforts and an indication of the practicum's affect.

Table 16 entitled "Monthly Gain/Loss - One Year Mean Score Test Comparison" was included to provide a broad picture of the growth pattern for Higgins' students in the year charted.

Table 16

Monthly Gain/Loss - One Year (1975-76) Mean Score Comparison
Basic Skills - Form 6

Grade Interval	Vocabulary	Reading	Total Mathematics
2/3	+ .5	+ .4	+ .6
3/4	+ .7	+ .5	+ .8
4/5	+ .8	+ .8	+ .9
5/6	+1.0	+1.0	+1.0
6/7	+ .8	+ .8	+1.0
7/8	- .2	+ .2	+ .3

Within the tabulated givens students who were in grades 4, 5, and 6 during the 1975-76 school year gained in a greater percentage of the year's learning than did students at each of the other table extremes. In the vocabulary and reading mean score areas, sixth grade students did achieve a year's growth for a year's school attendance.

The writer does contend that a percentage of the increase in student learning rate can be and should be attributed to the work of the practicum. No major change occurred within the reading program organization, in the textbooks used, or in Board of Education policy toward reading. The practicum author went back to school records for data to verify that the majority of middle grade students were not transients (Appendix C, p.103) and had been regular school participants.

One factor which is most interesting with regard to the I.T.B.S. mean test results is that only one class of academically able students (4th graders) took part in the practicum. If the writer's conclusions are correct the learning rate would have shown a higher per cent of increase if the very "able" fifth and sixth grade students had also been project participants.

The standard deviation was used as a measure of the spread of the I.T.B.S. data. It was used as an accurate and more appropriate substitute for the significance tests to the arithmetic mean. The +s was determined from the given arithmetic mean. For the data charted it would appear that the I.T.B.S. test scores can be considered reliable measures for the purpose of this practicum.

Table 17

1976 Spring I.T.B.S. - Mean/Standard Deviation for Selected Test Scores

1976 Grade		Application	Vocabulary	Reading	Total Mathematics
4	Mean		3.41	3.58	3.26
	S.D.		1.11	1.07	1.13
5	Mean		3.98	4.18	4.12
	S.D.		1.53	1.45	1.17
6	Mean		5.12	5.10	4.95
	S.D.		1.65	1.50	1.35

Teaching Environment Data Assemblage

This item (Appendix D, p.~~68~~/71) was developed as one evaluative indicator for judging the success of the practicum. An observer who visited middle grade teachers' classrooms during spring vacation (an after completion of the work of the practicum), responded to T.E.D.A. with these results:

Table 18

Teaching Environment Data Assemblage Table
Answers to T.E.D.A. Questions

Observed Indicators	Project Teacher		Non-Project Teacher	
	Yes	No	Yes	No
1. Work Display	5		3	
2. Effort Recognition	5		2	1
3. Systems	5		3	
4. Bulletin Boards	3	2		3
5. Student Seating	3	2		3
6. Teacher Aids	4	1		3
7. Class Projects	5		3	1
8. Purchased Aids	4	1	3	
	34	6	14	11

Classes visited 8
Project Rooms 5
N-Project Rooms ... 3

Teachers who were a part of the project group appeared (according

to the observer's notes) to create a physical climate geared to enhancing the student in his classroom efforts. While 54% of the small sample of non-project teachers also planned the classroom for and with students in mind, the greater percentage of student-centered rooms appeared to belong to project teachers.

Twelve per cent of the project teachers rated a "No" on the various T.E.D.A. questions while 45% of the non-project teachers received this rating. It was in the areas of student seating and teacher-student prepared teaching aids that the most "No" T.E.D.A. answers were recorded both for project and non-project teachers.

Project teachers scored all yes answers in the areas of displaying students' work and providing recognition for student effort. This factor alone might be considered key; it is an indicator of how a teacher respects students. This respect would certainly be a pre-condition to building the helping/ supportive relationship between student and teacher.

T.E.D.A., in the framework presented, did not lend itself to utilization as a summative evaluation tool. It also was not considered as such.

Several other devices which in the practicum proposal seemed to have merit as evaluative tools were discarded because they didn't prove their worth.

Three devices were helpful with on-going proposal practicum evaluation and could be expanded or modified for practicum replication.

Teaching Verbal Referencing did have merit for the administrator as a gauge in structuring the project in-service meetings. It proved inappropriate to ask colleagues or auxiliary staff personnel to assist the administrator in measuring the teacher referencing outside of in-service meetings.

The Vandalism/Violence Incident Chart (Appendix D, p.III), was an effective tool in keeping a concommitant proposal objective before project participants--that of decreasing incidents of violence and vandalism in a school by assisting in helping students learn to cope.

Tables 19 and 20 are chartings of hostile acts reported to the school office as discipline referrals. The Hostile Act Chart appeared to show reductions in specific areas listed. This type of charting would be useful if an agreed upon administrator-staff definition were provided for each of the hostile act or discipline referrals. (For example, one teacher would ignore a remark spoken by a student while another teacher would consider the remark as hostile or the student who made the remark as hostile.) The charts were not considered a valid indication, in their present form, of what children were actually doing to be referred to the office for discipline. Rather the charts were better indicators of how frequently teachers in a particular room referred students to the office as discipline problems.

Table 19

Hostile Acts by Students*, 1974-75

Grade Level	1	2	3	4	5	6	7	8	Totals
Foul Language			9	5	6	6	6	3	27
Fights in Class		3	21	11	11	11	13	7	77
Fights /Adjacent		11	25	25	21	26	17	7	132
Leave Building		1	2	4	2	7	8		24
Disrepect			5	4	6	13	18	8	54
Shakedown			1			3			4
Damage to			1		1	2	2		6
Class Argu				5	3	7	2	2	21
Injury to		1		2	2	1			6
Wandering		1	8	8	7	12	12	5	53
Steal-Student			3		1		1		5
Threat w/ Obj.			3	5	1				9
Damage T car		1			5	1			7
Truancy				2	2	4	4	7	19
Vandal-Class		1	2	2	2	4	3		14
Totals:		16	72	73	70	97	86	39	

* Each mark represents a different child; not a different incident for the same child.

Table 20

Hostile Acts by Students*, 1975-76

Grade Level	1	2	3	4	5	6	7	8	Totals
Foul Language		2	3	5	5	3	3	3	24
Fights in Class		4	8	23	13	2	10	9	69
Fights/ Adjacent			1	4	7	10	5	1	28
Leave Building					1		2	3	6
Disrespect				3	5	2	11	18	39
Shakedown			1	2		3	2		8
Damage to				1					1
Class Argu			3	5	6		11	10	35
Injury to				1	1				2
Wandering				1	1			7	9
Steal-Student		2	1	2	4	3		2	14
Threat w/ Obj.				1					1
Damage T Car									0
Truancy				1			1	6	8
Vandal-Class		1	1				2	4	8
Totals:	0	9	15	45	43	23	47	63	

* Each mark represents a different child, not a different incident for the same child.

Individual and Group Conferences

The one requirement set for student-teacher individual and/or group conference was that each project teacher was to hold a minimum of 1 conference per week of approximately 1 teaching period. The child or children who were to participate in the conference, its topic, where the meeting was to be held, and the anticipated meeting outcomes were left to the teacher's planning.

The time and the day of the weekly meeting were the subject of negotiation between the teachers, individually, and the principal (practicum writer). Under discussion, too, were the principal's responsibilities for particular subjects while in the classroom.

Initially the conferences posed problems for teachers. A teacher stated that the individual student conference was one of the most difficult things she ever had to do with a child. Her expression was "What do you say to a kid?"

One teacher, in a review of the conference format, wrote about her scheduled weekly interviews with groups of four students. The biggest problem was "What do I talk about?" The teacher felt that students thought she wanted to see them because they were behavior problems but she stated that her "main objectives concerned social attitudes and scholastic achievement".

A second teacher set up her conference review material as sets of good and bad points. The good points included students eventually opening up with definite problems, and observing some positive changes in student behavior. Suggested areas for improvement included the initial tenseness of students and teachers, and all conferences should start off as small group conferences and then work to individual conferences.

One young man was so frightened by his teacher wishing to hold an individual student conference that he sought out the principal and indicated that he'd better get immediate arithmetic help because his teacher wanted to talk to him. He assumed that it was to be a negative experience and that it had to be about his bad marks in math.

The individual and small group conferences were, to the practicum writer, the master key to unlocking the school-wide concerns recognized in the body of this practicum report. Teachers, during casual conversations spoke of students, after practicum experience, in a knowing and more personal manner.

No specific gauges were built into the practicum to measure the effects of the conferences. It was only through reviewing practicum materials that the contribution of the conference format became apparent. Its strong points were:

-students and teacher had equality in the group conference frame,

-there was direct communication between student and teacher,

-there was two-way communication between student and teacher, and

-each had a chance to see the other as an actual person.

The small group conference experiences were not typical of what regularly occurs in the classroom setting between student and teacher.

During the course of the practicum there were sidelights which provided different and new directions for this practicum's expansion.

While casually walking down a school corridor shortly after the initial staff in-service meeting and after distribution of the leadership questionnaire the school administrator stopped to speak with a colleague. "How is the questionnaire coming?" was the question asked. The teacher responded, "I finished all the situations but then I stopped scoring." According to the teacher as she scored she recognized her leadership pattern and didn't like what she was seeing.

A second teacher brought "Inside Out" to the group's attention. This Public Broadcasting System's television program closely followed the curriculum guides and other materials which were being used in the practicum project. "Inside Out" stressed how middle grade students confronted problems and coped with them. Teacher guides for the program were easily obtained.

Parents were never directly a part of the practicum. Because of their high interest in the areas of vandalism and school violence both the P.T.A. and the school's local parent council received regular practicum information. Two other non-school agencies were indirectly a part of the practicum: a social worker from the Jane Adams School of Social Work and a mental health worker from Roseland Mental Health were practicum visitors.

Measuring and Meaning
A Summary

A major objective of the practicum was to change the behavior of the teacher in the class setting by providing a basis for teacher change within the frame of in-service. Teacher behavior was considered to be an essential ingredient in the establishment of a helping/supportive student-teacher relationship.

The relationship was conceived of as one in which teachers developed a sensitivity to students' needs which included school learning along with improvements in interpersonal and the student-teacher relationship. An effectively established relationship would mean that students would be provided with real assistance in the utilization of already learned and school-learned coping skills in peer group and in the student-teacher relationship.

The measures which were applied to the practicum data gave meaning to the term developmental student-teacher relationship. The action which took place within the frame of the practicum accomplished some practical effects for Higgins' students.

The post-practicum's administration of the "Who Helps You" survey to intermediate level project and non-project students showed a positive and definite percentage change in the way project students viewed their teachers. One aim of the practicum was to cast the teacher in a more supportive role for students.

According to the tabulated survey data students now do see their teachers in this type of operating mode.

Teachers changed and teachers' behavior changed. This can be attested to by comparing the pre- and post-project leadership questionnaire data. Teachers themselves selected a leadership style which differed from their original selection. Students' post-project survey results also attested to the changes. Students indicated they had a different kind of relationship with their teachers by the responses they provided.

Students changed and students' behavior changed. Test results can be compared to see and note changes in students' learning. Middle grade students gained in a greater percentage of the year's learning rate in selected areas than had Higgins' middle grade students in the past. The higher growth rate held true when compared to other students at both the lower end and the higher end of the school's grade span ..... for the year of the practicum.

Students in the middle grades exceeded the usual rate of reading growth for the school and neared the expectation of a year's growth for a year's school attendance.

Within the practicum frame students did not change independently from their teachers nor did teachers change independently from their students. The relationship which was the focus of teacher in-service meetings, individual and group teacher-student meetings, and received the benefits of guidance-

directed activities and good group dynamics can be said to be responsible for the accomplishments of the practicum.

During the 1975-76 school year Higgins experienced a dramatic step-down in both the types of discipline referrals made to the school office and in the kinds of physical damage which could be observed in and about the school. The practicum writer does not claim but would hope that establishing a basis for a developmental growth relationship between teacher and student did account for a significant amount of the apparent change. It must also be noted that vandalism and violence in the schools has remained a national issue. The consciousness-raising which is a strong part of each national issue would certainly be felt by Higgins' parents who in turn would bring topics such as student vandalism and violence to the attention of their own children.

Communities in and around the Chicago metropolitan area have, in the past year, taken action against property damage to city-owned buildings. Students are slowly being made aware that damage they cause to property must be paid for by the parent. This too must be having an effect on school reductions in incidents of violence and vandalism.

Practicum Expansion. There is a need to continue the practicum concept of a helping/supportive relationship between student and teacher. Higgins planned to vertically expand the practicum

to the upper grades during the 1976-77 school year.

Key to the success of the practicum appears to be the interaction between teachers within the in-service frame and the individual and group student interview. The expansion of the practicum does require a commitment on the part of a school administrator to provide time to project teachers for the interviews with students and for the administrator to create an atmosphere in which the teachers can afford to take change type leadership style chances.

In planning for the practicum implementation in the upper grades certain givens had to be considered.

The heart of the practicum project would remain the same:

- -12 in-service teacher sessions which included planning and participation by the adjustment teacher, social worker, and principal,
- -support for self-behavioral changes that teachers wished to make, within the in-service frame,
- -provisions made for weekly student-teacher individual and/or group conferences, and
- -application of refined evaluation measures.

All upper level students are a part of the school's departmental curriculum program. Since teaching of guidance had been made a mandatory part of Chicago's curriculum all departmental teachers had an obligation to students in this regard.

Upper grade teachers would be asked to attend an introductory project meeting where the scope, timing and the project expectations would be presented. It was expected, that with the principal's urging, the eight departmental teachers would agree to project participation.

Conference time for this level would be arranged for by providing additional professional preparation periods for project teachers. The initiation of the project in the fall semester allows for this type of teaching program adjustment.

It was anticipated that the upper grade pilot would be fully completed by December, including completion of and feedback to teachers of the evaluation results. In January of the same school year, the pilot would be offered to primary teachers and its work would be completed by May.

During the second full year of the project, a shorter version of the in-service training sessions would be offered to those teachers who had not participated in the building of a student-teacher helping/supportive relationship. Monitoring of all the project's systems would continue

into the second year. This would provide an additional opportunity to test the strength of the relationship.

Interest on the part of board of education personnel in the reduction of school vandalism and violence remains high. School administrators were given copy plates of the new Chicago Board of Education's system-wide goals--one of which was the reduction of school vandalism. City-wide interest in the schools' reducing vandalism and violence bodes well for the possibility of the system-wide spread of the helping/supportive student-teacher relationship. It also appears that the merit pay of administrators may be based upon, as one of several factors, such items as reducing school vandalism and violence.

The practicum author utilized contacts within this city's professional organizations to spread the word of the practicum. These included the Ella Flag Young Chapter of the National Association of Administrative Women, the Chicago Principals' Association, and colleagues, within the city, and within the 23 schools which makeup Higgins' school district. The "Who Helps You" survey materials have already been supplied to the principals of six city schools.

The Chicago Principals' Association's publication, The Reporter, offers a vehicle for expanding knowledge of the practicum's work beyond the city's borders. The editor of

the quarterly will accept an article on the helping/supportive student-teacher relationship.

The practicum writer is prepared to make a verbal and graphic presentation of the project materials to colleagues and as their needs dictate. The Betsy Ross School has already requested this type of assistance.

The practicum established that teacher behavior affects the learning situation, that teacher behavior can be changed, and that the change can improve student learning. All of this was accomplished through the development of a helping/ supportive relationship between teacher and student.

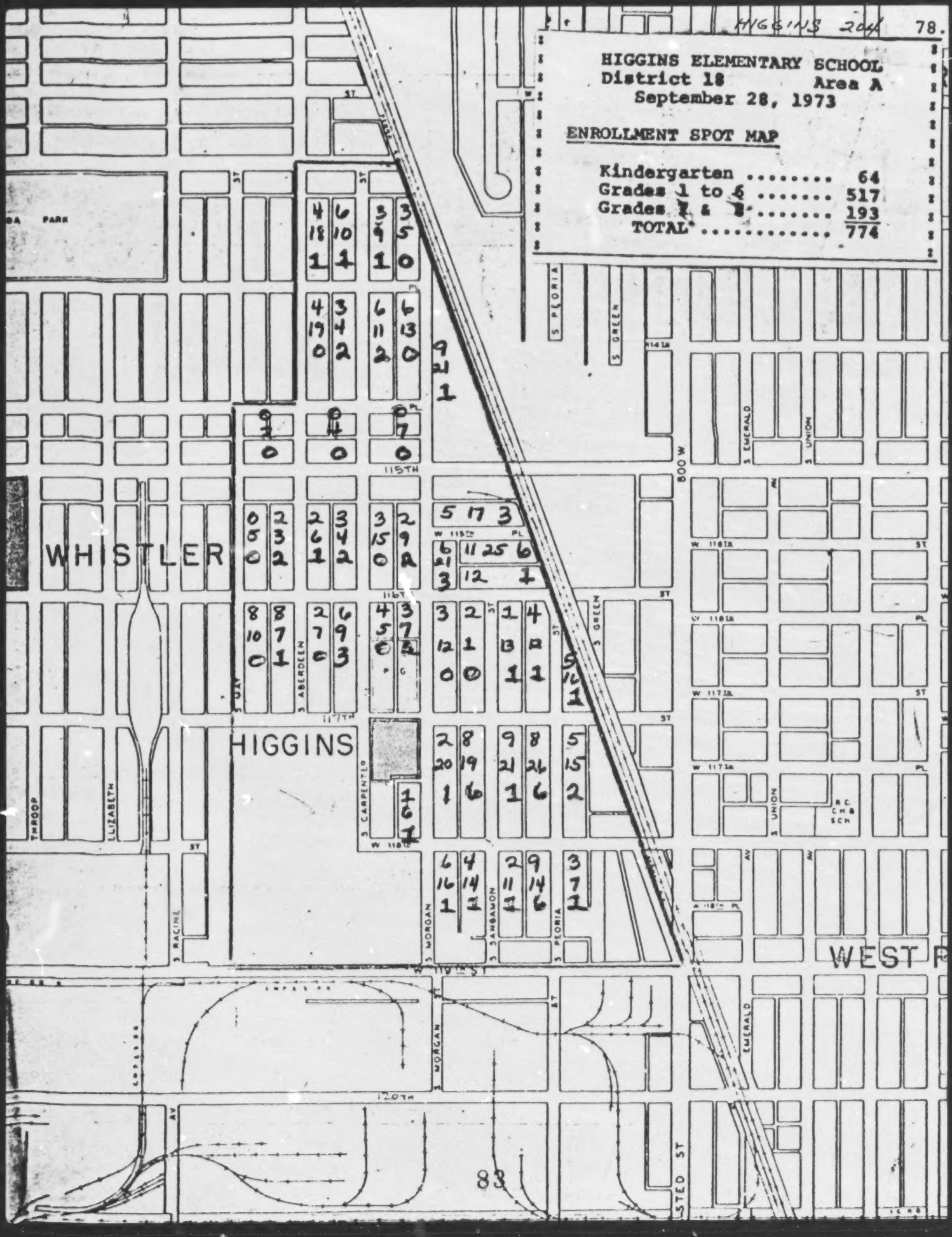
APPENDIX A

Boundary Map
"Who Helps You" Survey
Leadership Questionnaire

HIGGINS ELEMENTARY SCHOOL
District 18 Area A
September 28, 1973

ENROLLMENT SPOT MAP

Kindergarten	64
Grades 1 to 6	517
Grades 7 & 8	193
TOTAL	774



HIGGINS ELEMENTARY SCHOOL
11710 South Morgan Street
Chicago, Illinois - 60643

_____ Room_____

WHO HELPS YOU?

1. Student friend
2. Parent
3. Relative
4. Adult friend
5. School clerk
6. Classroom teacher
7. Adjustment Teacher
8. Special help teacher
9. Teacher aide
10. Principal
11. Gym teacher/librarian

==========

1. When you need help in a school subject? _____
2. When someone "messes" with you at lunch or on the playground? _____
3. When you have a complaint about our school? _____
4. When you don't have pencils/pens/paper? _____
5. When you have too much homework? _____
6. When a person want to fight you after school? _____

   6/a. When a person wants to fight you at school? _____
7. When you are yelled at unjustly? _____
8. When you lose your temper in the classroom? _____
9. When someone curses you? _____
10. When you want to be of service to the class or school? _____
11. When you have a school problem? _____
12. When you are injured at school? _____
13. When all school work is too easy or too hard? _____
14. When someone takes an item from your desk? _____

COMMENTS: _____

_____

Situation 1: Starting the Group

You are the leader in a group which is meeting today for the fi time. All members are present as you enter the room and sit down. Everyone turns and looks at you expectantly. There is silence. What do you do?

1. Do nothing.
2. Say that the meeting is theirs to make use of as they wish.
3. Reassure them that a certain amount of tension is typical in the beginning of a meeting.
4. Break the ice with casual conversation.
5. Describe the purposes and procedures of the meeting.
6. Say that everyone seems so uptight that you wonder if the meeting is going to get off the ground.
7. Ask how they feel in this first meeting.
8. Say how you are feeling (example: tense and expectant).
9. Share an experience in your own life.
10. Ask why everyone is silent.
11. Describe how them seem to be expecting you to start things.
12. Suggest that they are wanting you to be an inspirational and protective leader.
13. Describe the silence as an expression of their anxieties about the meeting.
14. Ask everyone to say why he came to the meeting.
15. Encourage them to discuss their goals in behavioral terms.

Situation 15: Side Conversation

The group had been spending much of this meeting talking about the agenda when a member turns to a man sitting next to her and, disregarding the main conversation, starts a competing side conversation. Her talking is a discourtesy and interferes with the main discussion. She continues for several minutes and gives no sign of stopping. What do you do?

1. Do nothing.
2. Ask why no one has said anything about the two conversations.
3. Talk in an approving way about the engaged, intense spirited and productive quality of the meeting.
4. Draw her into the main discussion by inviting her to tell the whole group what she is talking about.
5. Ask that there be only one conversation at a time.
6. Say that it sounds like a nursery school-everyone wants to talk and no one wants to listen.
7. Ask how they feel when there are two conversations going on.
8. Say how you are feeling.
9. Share a similar experience in your own life.
10. Ask her why she is starting a second conversation.
11. Ask how they would describe what has been going on.
12. Say that there are two conversations going on.
13. Describe her side conversation as an expression of jealousy.
14. Describe her interruption as the expression of an underlying fear of being ignored and abandoned.
15. Ask the group why they are letting her interfere with the main conversation.
16. Encourage her to use this event to consider behavior she may wish to change.

ANALYSIS SHEET
GROUP LEADERSHIP QUESTIONNAIRE
SCORING INSTRUCTIONS AND INTERPRETATION SUGGESTIONS

A. Leadership Scale		B. All of the responses you might consider making.		C. The one response you feel is most important.	
		Tally	Total	Tally	Total
1. O	Silence				
2. GD	Group-Directed	///	3		
3. RA	Reassurance-Approval	//	2		
4. SG	Subtle Guidance	~~////~~ ////	9	~~////~~ ////	9
5. S	Structure	~~////~~	5	////	4
6. A	Attack				
7. MF	Member Feeling	//	2	/	1
8. LF	Leader Feeling	/	1		
9. LE	Leader Experience	/	1	/	1
10. CQ	Clarification-Confrontation Question	//	2		
11. GQ	Group Dynamics Question	//	2		
12. GA	Group Atmosphere Interpretation	/	1		
13. GI	Group Dynamics Interpretation	/	1		
14. PI	Psychodynamic Interpretation				
15. PL	Personal Life	/	1		
16. BC	Behavioral Change				

APPENDIX B

"Who Helps You" Survey Data

Results of "Who Helps You" Survey - Dec.,1975

Table 1 -B

Helps in School Subjects

	Project N=121		Non-Project N=112		Teachers N=28	
	Rank	%	Rank	%	Rank	%
6. Classroom Teacher	1	78	1	61	1	90
2. Parent	2	8	2	14	2	4
1. Student Friend	3	5	3	7	3	0
9. Teacher Aide	4	5	4	5	5	0
10. Principal	5	0	5	0	2	4

Table 2-B

Helps During Lunch Hour

	Project N=121		Non-Project N=112		Teachers N=28	
	Rank	%	Rank	%	Rank	%
9. Teacher Aide	1	61	1	51	2	22
10. Principal	2	13	2	23	4	0
1. Student Friend	3	5	3	3	3	4
6. Classroom Teacher	4	3	4	1	1	68
2. Parent	5	0	3	3	4	0

Results of "Who Helps You" Survey - December, 1975

Table 3-B

Helps with School Complaints

	Project N= 121		Non-Project N= 112		Teachers N= 28	
	Rank	%	Rank	%	Rank	%
10. Principal	1	55	1	66	1	58
6. Classroom Teacher	2	13	4	6	5	2
2. Parent	3	8	3	5	2	8
1. Student Friend	4	1	4	2	3	3
9. Teacher Aide	5	1	2	7	4	3

Table 4-B

Helps With School Supplies

	Project N= 121		Non-Project N= 112		Teachers N= 28	
	Rank	%	Rank	%	Rank	%
1. Student Friend	1	56	1	53	2	23
10. Principal	2	16	3	8	5	0
2. Parent	3	15	4	4	3	17
6. Classroom Teacher	4	15	2	18	1	52
9. Teacher Aide	5	1	5	2	1	0

Results of "Who Helps You" Survey - December, 1975

Table 5-B

Helps with Too Much Work

	Project N= 121		Non-Project N= 112		Teachers N= 28	
	Rank	%	Rank	%	Rank	%
2. Parent	1	34	1	62	2	34
6. Classroom Teacher	2	28	3	7	1	47
10. Principal	3	10	2	9	3	13
1. Student	4	6	5	5	4	2
9. Teacher Aide	5	3	4	6	5	0

Table 6-B

Helps Prevent Fights - After School

	Project N=121		Non-Project N=112		Teachers N=28	
	Rank	%	Rank	%	Rank	%
10. Principal	1	43	1	46	3	05
6. Classroom Teacher	2	13	2	16	3	05
9. Teacher Aide	3	6	3	16	1	55
1. Student	4	5	4	11	2	16
2. Parent	5	1	5	2	3	5

Results of "Who Helps You" Survey - December, 1975

Table 6A-B

Helps Prevents Fights at School

	Project N=121		Non-Project N=112		Teachers N=23	
	Rank	%	Rank	%	Rank	%
6. Classroom Teacher	1	28	1	35	1	76
10. Principal	2	23	2	20	2	11
9. Teacher Aide	3	10	3	10	4	0
1. Student Friend	4	8	4	5	3	5
2. Parent	5	5	5	2	4	0

Table 7-B

Helps With Injustice

	Project N=121		Non-Project N=112		Teachers N=23	
	Rank	%	Rank	%	Rank	%
6. Classroom Teacher	1	26	3	12	1	22
10. Principal	2	13	1	21	2	18
1. Student Friend	3	8	4	3	4	15
2. Parent	4	5	2	20	3	17
9. Teacher Aide	5	4	5	2	5	0

Results of Who Helps You Survey - December, 1975

Table 8-B

Helps Control Temper

	Project N=121		Non-Project N=112		Teachers N=28	
	Rank	%	Rank	%	Rank	%
6. Classroom Teacher	1	48	1	36	1	75
10. Principal	2	15	2	6	3	5
1. Student Friend	3	5	3	5	2	6
2. Parent	4	3	3	5	4	1
9. Teacher Aide	5	2	4	1	5	0

Table 9-B

Helps Protect

	Project N=121		Non-Project N=112		Teachers N=28	
	Rank	%	Rank	%	Rank	%
10. Principal	1	25	1	24	2	16
6. Classroom Teacher	2	18	3	14	1	55
2. Parents	3	18	2	22	3	15
9. Teacher Aide	4	3	4	11	4	4
1. Student	5	3	5	6	5	2

Results of "Who Helps You" Survey - December, 1975

Table 10-B

Helps You With Answers

	Project N= 121		Non-Project N= 112		Teachers N= 28	
	Rank	%	Rank	%	Rank	%
10. Principal	1	50	1	35	2	11
6. Classroom Teacher	2	10	2	16	1	77
2. Parents	3	9	4	5	3	0
9. Teacher Aide	4	3	3	3	3	0
1. Student	5	1	5	2	3	0

Table 11.-B

Helps With Problems

	Project N=121		Non-Project N= 112		Teachers N= 28	
	Rank	%	Rank	%	Rank	%
10. Principal	1	27	2	25	2	27
9. Teacher Aide	2	22	3	11	4	0
6. Classroom Teacher	3	14	1	33	1	55
2. Parent	4	7	4	0	3	11
1. Student	5	0	4	0	4	0

Results of "Who Helps You" Survey-December, 1975

Table 12-B

Helps with an Injury

	Project N=121		Non-Project N= 112		Teachers N= 20	
	Rank	%	Rank	%	Rank	%
9. Teacher Aide	1	31	1	34	2	11
10. Principal	2	23	3	13	3	10
6. Classroom Teacher	3	7	2	16	1	27
1. Student	4	4	5	5	5	0
2. Parent	5	1	4	5	4	5

Table 13-B

Helps with Schoolwork

	Project N=121		Non-Project N=112		Teachers N=20	
	Rank	%	Rank	%	Rank	%
6. Classroom Teacher	1	50	1	61	1	61
2. Parent	2	11	2	14	2	29
10. Principal	3	10	3	9	3	0
1. Student	4	1	5	3	3	0
9. Teacher Aide	5	1	4	5	3	0

Results of "Who Helps You" Survey- December, 1975

Table 14-B

Helps Recover Goods

	Project N=121 Rank	%	Non-Project N=112 Rank	%	Teacher N=28 Rank	%
6. Classroom Teacher	1	70	1	63	1	94
10. Principal	2	10	2	16	3	0
1. Student	3	3	3	6	2	5
9. Teacher Aide	4	2	4	5	3	0
2. Parent	5.	1	5	1	3	0

Results of "Who Helps You" Survey

April, 1976

Table 1-B1

Helps In School Subjects

	Project N= 113		Non-Project N= 92	
	Rank	%	Rank	%
6. Classroom Teacher	1	77	1	68
2. Parent	2	10	3	8
1. Student	3	5	4	1
9. Teacher Aide	4	0	4	1
10 Principal	5	0	2	37

Table 2-B2

Helps During Lunch Hour

	Project N=113		Non-Project N=92	
	Rank	%	Rank	%
9. Teacher Aide	1	53	1	44
10. Principal	2	26	3	26
1. Student	3	10	2	10
6. Classroom Teacher	4	6	4	1
2. Parent	5	3	4	1

Results of "Who Helps You" Survey

April, 1976

Table 3-B3

Helps with School Complaints

		Project N=113		Non-Project N=92	
		Rank	%	Rank	%
10.	Principal	1	65	1	63
6.	Classroom Teacher	2	15	2	15
2.	Parent	3	3	3	5
1.	Student	3	3	3	5
9.	Teacher Aide	4	2	4	1

Table 4-B4

Helps With School Supplies

		Project N=113		Non-Project N=92	
		Rank	%	Rank	%
1.	Student	1	63	1	50
6.	Classroom Teacher	2	13	2	19
2.	Parent	3	11	3	18
10.	Principal	4	5	4	13
9.	Teacher Aide	5	1	5	1

Results of "Who Helps You" Survey

April, 1976

Table 5-B5

Helps With Too Much Work

	Project N=113		Non-Project N=92	
	Rank	%	Rank	%
6. Classroom Teacher	1	34	1	27
2. Parent	2	20	2	8
10. Principal	3	9	4	6
1. Student	4	7	3	7
9. Teacher Aide	5	2	5	1

Table 6-B6

Helps Prevent Fights

	Project N=113		Non-Project N=92	
	Rank	%	Rank	%
6. Classroom Teacher	1	38	2	26
10. Principal	2	10	1	36
9. Teacher Aide	3	20	3	12
1. Student	4	6	4	4
2. Parent	5	4	5	3

Results of "Who Helps You" Survey

April, 1976

Table 6A-B6

Helps Prevents Fights at School

	Project N= 113		Non-Project N=92	
	Rank	%	Rank	%
6. Classroom Teacher	1	32	1	36
10. Principal	2	28	2	15
9. Teacher Aide	3	12	3	12
1. Student	4	10	5	7
2. Parent	5	4	4	9

Table 7-B7

Helps with Injustice

	Project N=113		Non=Project N=92	
	Rank	%	Rank	%
6. Classroom Teacher	1	34	1	62
10. Principal	2	19	2	7
1. Student	5	1	4	4
2. Parent	3	18	3	5
9. Teacher Aide	3	7	5	3

Results of "Who Helps You" Survey

April, 1976

Table 8-B8

Helps Control Temper

	Project N=113		Non-Project N=92	
	Rank	%	Rank	%
6. Classroom Teacher	1	56	1	56
10. Principal	2	11	2	7
3. Parent	3	7	3	9
1. Student	4	5	5	3
9. Teacher Aide	5	5	4	4

Table 9-B9

Helps Protect

	Project N=113		Non-Project N=92	
	Rank	%	Rank	%
6. Classroom Teacher	1	56	1	41
10. Principal	2	11	3	8
2. Parent	3	7	2	11
9. Teacher Aide	4	5	4	7
1. Student	5	5	3	8

Results of "Who Helps You" Survey

April, 1976

Table 10-B10

Helps with Answers

	Project N=113		Non-Project N=92	
	Rank	%	Rank	%
6. Classroom Teacher	1	37	2	21
10. Principal	2	23	1	42
2. Parent	3	12	3	9
9. Teacher Aide	4	5	4	3
1. Student	5	1	4	3

Table 11.-B11

Helps with Problems

	Project N=113		Non-Project N=92	
	Rank	%	Rank	%
6. Classroom Teacher	1	37	2	26
10. Principal	2	28	1	28
9. Teacher Aide	3	14	3	12
2. Parent	4	13	4	8
1. Student	5	0	5	4

Results of "Who Helps You" Survey

April, 1976

Table 12-B12

Helps with Injury

	Project N=113		Non-Project N=92	
	Rank	%	Rank	%
6. Classroom Teacher	1	39	1	25
10. Principal	2	28	3	23
9. Teacher Aide	3	22	2	24
2. Parent	4	3	5	4
1. Student	5	1	4	5

Table 13.-B13

Helps with Schoolwork

	Project N=113		Non-Project N=92	
	Rank	%	Rank	%
6. Classroom Teacher	1	67	1	42
9. Teacher Aide	2	7	3	12
10. Principal	3	6	2	23
2. Parent	4	4	4	8
1. Student	5	2	5	2

Results of "Who Helps You" Survey

April, 1976

Table 14.-B14

Helps Recover Goods

	Project N=113		Non-Project N=92	
	Rank	%	Rank	%
6. Classrcom Teacher	1	68	1	72
10. Principal	2	13	2	9
1. Student	3	3	3	2
9. Teacher Aide	4	2	4	0
2. Parent	5	2	4	0

APPENDIX C

Group and Individual
Testing Data

100.

Reading Comprehension - only

Unit 7210

Building Summary ETBS, Spring, 1976

	(National Norms) (2.8)	(3.8)	(4.8)	(5.8)	(6.8)	(7.8)	(8.8)
Age Cycle →	7	8	9	10	11	12	13
01	1.32	2.27	3.00	3.00	4.17	4.10	4.82
02	2.60	3.00	3.60	4.20	5.00	5.80	6.70
03	3.00	3.82	4.20	4.85	6.15	7.20	8.07
N	45.	53.	81.	60.	81.	73.	103.
Mean	2.29	2.99	3.61	4.19	5.10	5.73	6.51
S.D.	1.07	1.04	1.04	1.45	1.50	1.91	1.94

Level	Age	Score	N Below	% Below	N Above	% Above	N
7	8.04	2.54	25.00	21.93	8.00	7.82	114.00
8	9.25	3.32	2.00	6.82	1.00	2.27	44.00
9	11.42	4.00	9.00	10.47	.00	.00	86.00
10	10.12	4.36	9.00	10.98	1.00	1.22	82.00
11	11.56	5.23	5.00	9.62	1.00	1.92	52.00
12	11.97	6.64	5.00	8.20	.00	.00	61.00
13	13.00	7.82	1.00	5.26	.00	.00	19.00
14	13.08	8.51	.00	.00	.00	.00	28.00
7-14			57.00	11.49	11.00	2.22	496.00
8-14			32.00	8.38	3.00	.79	382.00

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unit: 7210 — I.T.B.S. Spring 1976

Age: Cycle		A	B	C	D	E	F	G	H	J	K	L	M	N	Rdg Level Unmarked	Total
6	N				12											12
	GE				4.06											4.06
	SD				.70											.70
7	N	1	10	1	19	12	2									45
	GE	.60	1.95	1.00	2.59	2.84	4.25									2.29
	SD		.31		.65	.69	.21									1.07
8	N		10		8	12	9	3	9	1					1	53
	GE		1.60		2.94	3.30	3.52	2.37	3.59	1.0					4.5	2.99
	SD		.48		.75	.57	.77	.58	1.12							1.04
9	N		1		4	14	18	12	7	26	1					81
	GE		1.20		2.65	2.89	3.64	3.17	3.66	4.26	7.40					2.61
	SD				1.05	.80	.70	.55	.91	.78						1.04
10	N				4	1	9	2	2	32	9		1			60
	GE				2.05	3.0	2.73	2.85	4.10	4.3	6.61		8.9			4.18
	SD				.73		.82	.21	.28	.77	.64					1.45
11	N				2	1	4	2	14	21	14	12	10	1		81
	GE				2.25	2.70	2.87	3.85	4.60	4.47	5.26	6.40	7.07	7.50		5.10
	SD				.35		.56	.62	.48	1.21	.85	1.03	.48			1.30
12	N							9	15	2	14	8	18	6	1	75
	GE							3.24	4.00	4.17	5.43	6.36	7.21	8.85	7.20	5.73
	SD							.84	.53	.28	1.10	.92	1.12	.78		1.91
13	N							3	12		9	9	13	8	1	64
	GE							3.37	4.27		5.37	6.30	7.68	8.69	7.30	6.73
	SD							.55	.82		1.23	.66	.91	.59		2.01
14+	N				1			1	11	1	3	2	4	10	1	34
	GE				3.10			5.10	4.58	5.10	5.23	5.85	6.85	7.46	7.40	6.04
	SD								.78		.81	.92	1.42	.90		1.73

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Unmarked N / GE / SD

Total	N	1	21	1	50	40	40	32	70	83	50	31	46	39	4	508
	GE	.60	1.27	1.0	2.96	2.99	3.37	3.22	4.18	4.35	5.56	6.33	7.32	8.49	6.60	4.64
	SD		.50		.94	.70	.84	.75	.81	.89	1.00	.87	1.02	.98	1.40	2.04

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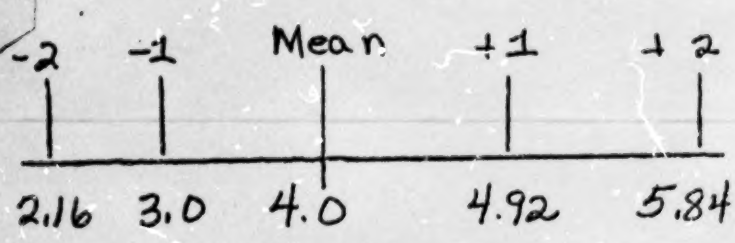
Thomas J. Higgins – 7210



N = 166 GE = 4.0 S.D. = .92

The GE of 4.0 plus and minus the SD of .92 = 4.72 and 3.08

2/3 of 166 or 111 cases fall between 3.08 & 4.92

— 1/6 of 166 or 28 cases fall above 4.92

— 1/6 of 166 or 28 cases fall below 3.08

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N = Number of Students

GE = Grade Equivalent of mean achievement

S.D. = Standard Deviation

ITBS (Spring)

		1975	1976
Age 7	Voc	2.2	2.6
	Rdg. Comp	2.3	
	Math Concepts	1.7	
	Math Probl. S.	2.1	
Age 8	Voc	2.7	3.0
	Rdg Comp	2.9	
	Math C	2.4	
	Math P.S.	2.5	
Age 9	Voc	3.1	3.6
	Rdg Comp	3.3	
	Math C	3.3	
	Math PS	3.1	
Age 10	Voc	4.1	4.2
	Rdg Comp	4.0	
	Math C	4.0	
	Math PS	4.0	
Age 11	Voc	4.8	5.0
	Rdg Comp	4.8	
	Math C	4.1	
	Math P.S	4.8	
Age 12	Voc.	5.7	5.8
	Rdg Comp	6.1	
	Math C	5.4	
	Math P.S	5.9	
Age B	Voc	5.9	6.7
	Rdg Comp	6.0	
	Math C	5.7	
	Math P.S.	5.6	

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	Room	VOC	RD	AC	AP	Total M
Whitfield, Teresa	205	4.9 3.8	4.8 4.9	5.3 5.4	6.6 5.5	6.0 5.4
Young, Constance —	205	3.8 3.8	3.1 4.3	3.8 25	2.3 25	3.0 25
Young, Zeveline —	205	4.2 2.8	4.1 3.1	4.4 28	4.1 30	4.2 29
Pettigrew, Alvin *	205	3.0	2.3	1.9	1.8	1.8
Baldwin, Micheal	205	6.0 4.3	6.1 3.4	5.4 26	4.8 28	5.0 3.2
Bass, Steven —	205	2.3 3.1	2.4 2.6	2.8 1.4	2.7 20	2.8 1.7
Denn's, Kevin	205	1.4	1.7	1.6	2.7	2.2
Hoskins, Regina	205	2.5	2.0	2.6	3.3	3.0
Jones, Allie T	205	1.4	2.0	2.2	2.5	2.4
Henley, Albert T	205	2.2	2.5	1.8	3.3	2.6
Shavers, Mark —	205	2.7 2.5	3.1 2.6	2.4 4	2.4 3	2.6 2.8
Freemen, Ambrose	205	4.4 4.1	4.6 2.4	4.5 34	3.8 37	4.2 2.8
Ellis Tremaine —	205	3.3 3.6	2.2 3.3	1.6 27	2.7 29	2.2 29
Owens, Yvonne T	205	5.1	4.7	3.5	3.8	3.6 T
Adkins, Yvonne —	206	1.4 2.3	2.1 1.6	1.5 20	2.1 18	1.8 1.9
Banks, Karyn —	206	2.4 2.0	2.1 1.8	2.8 27	2.9 24	2.8 24
Billings, Eric —	206	2.0 2.1	2.8 2.5	4.0 26	3.2 29	3.6 28
Chatman, Tyrone —	206	2.0 1.3	1.9 2.4	2.8 24	3.0 18	2.9 21
Dabney, Dennis =	206	2.3 1.4	3.0 1.5	2.3 17	2.9 29	2.6 23
Dennis, Gino —	206	4.2 4.5	4.3 4.7	3.4 37	4.4 29	3.9 33
Donelson, Joseph —	206	4.0 2.7	3.7 2.5	3.6 43	3.8 29	3.7 38
Fergerson, Vera * —	206	1.6 1.3	1.6 1.5	2.2 23	3.7 29	3.0 26
Gogins, Brenda —	206	3.5 2.8	4.2 3.2	3.0 18	2.7 16	2.8 17
Green, Steven —	206	.9 1.6	2.2 1.6	1.7 14	2.4 25	2.0 20
Hall, Phyllis —	206	3.8 3.4	3.0 4.1	2.6 28	3.8 31	3.2 3.0
Harris, Anthony * —	206	1.6 1.3	1.3 1.5	99 15	99 17	99 12
Harris, Keith —	206	2.1 3.2	2.4 3.4	3.6 37	2.6 29	3.1 3.3
Hill, Steven	206	6.0 99	4.2 99	5.0 99	4.7 99	4.8 99
Holmes, Regina	206	4.8 4.2	4.7 3.6	5.3 4.0	3.5 3.7	4.4 3.2
Jordan, Vincent * —	206	1.6 1.6	1.7 9.9	2.2 27	2.5 28	2.4 2.0
Richmond, William * —	206	1.2 .9	2.3 .23	3.7 23	3.2 24	3.4 2.4
Scott, Stella	206	4.0 3.6	5.0 4.3	4.0 4.0	3.5 31	3.8 4.0
Taylor, Deron	206	3.8 2.5	4.2 2.4	4.6 4.0	5.2 2.1	4.9 3.0
Taylor, Michele * —	206	3.1 2.6	2.7 2.6	2.0 22	2.0 24	2.0 1.8
Taylor, Sherry =	206	2.7 3.4	2.7 3.6	4.6 39	4.9 30	4.8 3.4
Thompson, Cynthia	206	2.7 2.6	2.5 2.9	2.5 22	2.9 21	2.7 20
Walker, Leo * —	206	4.1 2.9	3.9 3.0	2.8 23	3.2 29	3.0 26
Walker, Spencer	206	4.0 2.7	4.6 3.4	3.5 24	4.0 25	3.8 2.4
West, Donyale —	206	2.9 2.5	3.6 3.2	3.6 30	4.8 29	4.2 30
Young, Debeline —	206	2.7 2.8	3.9 3.2	2.6 39	4.9 39	3.8 39
Branch, Kevin —	206	2.8 3.5	1.7 3.8	3.4 27	2.5 20	3.0 2.4
Spears, Steven	206	2.5	2.3	2.0	3.3	2.6
Davis, Darryl —	206	4.0 3.0	3.0 3.1	3.4 3.2	4.1 22	4.0 27
Bedford, Willie	206	2.2	2.7	2.5	3.3	2.9
Sanders, Monica —	206	2.7 2.3	2.7 2.9	3.4 26	2.9 22	3.2 2.4
Owens, Michelle T	206	4.5	4.5	3.9	4.9	4.4 T

APPENDIX D

Related Practicum Items

Session

Group Guidance

I Functions of the group:

A. making pupils aware of the rights of others

B. helping pupils realize that many of their concerns are similiar to concerns of others

C. giving pupils the opportunity to establish individual role identity within the group.

II Group Interaction – Need for skillful planning

A. Communication of feelings

B. identification of goals

C. achievement of a common purpose

III Unit Material – Discovering Who You Are

IV Interview Format for Guidance

A. Individual

1. what do you worry about in school?
2.
3.
4.

B. Small Group

1.
2.
3.
4.

INTERMEDIATE GRADE PROJECT
GROUP GUIDANCE SESSION ___

DIFFERENTIATION BETWEEN FACT (BEHAVIOR) AND INFERENCE

Describing non-verbal behavior is a comples task: making inferences (interpretations) from behavior may be even more complex. A simple rule of thumb could be a fact is what you see happening and an inference is what you think happened.

In each example given determine - fact or inference:

_____1. The class was borning.
_____2. The class was exciting.
_____3. Two students put their head on the desk.
_____4. Two students were very interested in the lesson.
_____5. Ted raised his hand three times to answer questions.
_____6. Ted was very interested in the lesson.
_____7. Ted did not understand the lesson.
_____8. Ted looked down at the floor after each question.
_____9. Mary needs much attention from the teacher.
_____10. Mary's shoulder stiffened when the teacher touched her.

Most teachers see non-verbal behavior and make inferences:

1. The teacher asked a question. He looks at Tom who is gazing through the window at the football field.
   POSSIBLE INFERENCE
   1. Tom is bored.
   2. Tom does not understand the question.
   3. Tom needs time to think about an answer.
   4. Tom is thinking about football practice in 20 minutes.
2. After the class, the teacher reprimands a student for his negative behavior. During the teacher's comments, the student continuously looks at the floor.
   POSSIBLE INFERENCES:

3. After each question asked by the teacher, Bob enthusiastically raises his hand.
   POSSIBLE INFERENCES:

OBSERVATION SYSTEM

SECONDS

MINUTES

5	10	15	20	25	30	35	40	45	50	55	60

BEHAVIOR TO BE OBSERVED

a.
b.
c.
d.

JOHNNY : A SHORT CASE HISTORY:

Johnny is a fourth grade boy who is slight in build. In the classroom he bussies himself by straightening books, fixing papers, erasing the board, or offering his helping hand to others - all unrequested by the teacher. Johnny, when he is sitting seldon sits still. It seems to the teacher that 90% of his work is about 1/3 done. Johnny talks to all the children but he seems to have no close friends. He seems unable to focus on a given assignment but appears to be able to intellectually complete the tasks.

How to Help?

108. Attachment #1

TEACHING ENVIRONMENT DATA ASSEMBLAGE

OBSERVATION AREA	TEDA Form NUMBER KEY	COMPONENT QUESTION
Display of Student Work	1.	Are student made or prepared items, papers, or objects visible to the observer?
Student Effort Recognition	2.	Is student work displayed? Is there evidence of student in-put in the room's physical appearance.. i.e. honor role listing, student projects?
Classroom Materials system	3.	Does it appear to the observer that there is an internal orderliness to this classroom with regard to materials, items currently used by students?
Teaching Bulletin Boards	4.	Are the charts, board, and/or exhibits in the classroom designed to be open ended assists to learning?
Student Seating Arrangement	5.	Does student seating differ from that considered traditional...rows separated by an aisle with teacher desk at the front?
Teacher-student Prepared aids	6.	Are various charts, grapsh, displays, exhibits which are not commericially purchased used in the classroom?
On-going Class Projects	7.	Is there evidence of student involvement in learning? Does the classroom reflect students "doing" for on-going class or school-wide projects?
Teaching Aids Purchased	8.	Are commerically prepared exhibits displayed or available to students?

TEACHING ENVIRONMENT DATA ASSEMBLAGE

SCHOOL _____ GRADE _____ LEVEL _____ DATE _____ ROOM _____

OBSERVED INDICATORS	RATING	RANKING	COMMENTS
1. Display of Student Work			
2. Student Effort Recognition			
3. Classroom Materials Systems			
4. Teaching Bulletin Boards			
5. Student Seating Arrangement			
6. Teacher- Student Prepared Aids			
7. On-going Class Projects			
8. Teaching Aids: Purchased			

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TEACHING ENVIRONMENT DATA ASSEMBLAGE

SCHOOL 213 GRADE _____ LEVEL _____ DATE _____ ROOM _____

OBSERVED INDICATORS	RATING	RANKING	COMMENTS
1. Display of Student Work	Yes		Project/Papers neatly displayed around class.
2. Student Effort Recognition	Yes		Display of student papers (Honor Roll)
3. Classroom Materials Systems	Yes		
4. Teaching Bulletin Boards	Yes		
5. Student Seating Arrangement	No		8 rows - facing front
6. Teacher - Student Prepared Aids	Yes		
7. On-going Class Projects	Yes		Math Project
8. Teaching Aids: Purchased	Yes		Teacher Prepared puzzles

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Attachment #2

Incident Chart - Violence/Vandalism

Week of March 16, 1976 School Riggins

Center	Participant*	Grade	Type of Violence/Vandalism	Rate of Incidents
Playground				
Classroom	Carl	7th 10th	3 fighting	2:00
Lunchroom				
Parking Lot				
Hallway				
Washroom				
To/From School				

Student-student (P-Primary I-Intermediate U-Upper)
Teacher-student
Student
Teacher

Boy_____ Girl _____ Room _____

Higgins School

Citizenship Survey

Higgins' students are being asked to answer the question "What worries you". Please read each group of statements. After each group is read place a number after the statement. The Statement that worries you the most should be ranked as -1; the statement which is the least important should have the highest number.

What worries me in the classroom (Rate 8)

a. Objects being thrown. _____
b. Students talking back to teacher _____
c. Students acting like clowns. _____
d. Stealing from desks. _____
e. Books are marked-up _____
f. Noise in the room. _____
g. Dirty floors. _____
h. Noise from outdoors. _____

Other: _____

What worries me in the washroom (Rate 8)

a. Wet Towels _____
b. Smell - odor _____
c. No mirrors _____
d. No soap and towels _____
e. Broken tissue boxes _____
f. Writing on the walls _____
g. Smoking _____
h. Climbing on the stalls. _____

Other: _____

What worries me in the lunchroom (Rate 5)

a. Food left on the tables. _____
b. Noise _____
c. Jumping ahead of the line _____
d. Taking food of other people _____
e. Food on floors. _____

Other: _____

What worries me in the corridors (Rate 6)

a. Running in the corridors _____
b. Students knocking on doors and running _____
c. Paper on the floor _____
d. Students going around the corners too fast _____
e. Writing on walls _____
f. Vandalism to ceiling tiles _____

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Other: _____

What worries me on the playground (Rate 8)

a. Rocks, litter and glass _____
b. Students throwing objects _____
c. Fighting _____
d. Food taken out of lunchroom _____
e. Not enough playground or basketball equipment _____
f. Flipping swings _____
g. Students saying "Let's beat them up" _____
h. People walking on the grass/breaking trees _____

Other: _____

What worries me in the community (Rate 8)

a. Stray dogs _____
b. Speeding cars _____
c. Patrol students on duty _____
d. Weeds, no flowers _____
e. Stealing from stores _____
f. Fighting, getting jumped _____
g. People don't keep up their houses _____
h. Students don't help each other. _____

Other: _____

Please answer each question with Yes or No

	Yes	No
1. Does your family like to plant trees, bushes, or flowers?	____	____
2. Did you watch for the different birds that fly through Chicago?	____	____
3. Do you usually pick up paper from the floor when you see it?	____	____
4. Have you explored the field behind the school?	____	____
5. Do you try to avoid fights?	____	____

Group Maintence Behaviors

Characteristic	(Person) 1	2	3	4	5	6	7	8	9	Total
Gives Praise										
Encourage quiet member										
Uses Paraphrasing										
Uses perception checks										
Jokes to Build morale										
Smooths over differences										

Task Performance Behaviors

Characteristic	(Person) 1	2	3	4	5	6	7	8	9	Total
Clarifies Goal										
Assesses Resources										
Requests Information										
Proposes Solutions										
Gives Group Progress Report										

Destructive Behaviors

Characteristic	(Person) 1	2	3	4	5	6	7	8	9	Total
Holds private conversations										
Does not take an active part										
Talks too much.										
Ridicules others										
Blocks ideas										

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